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ABSTRACT

A project assessed current counseling activities, services, and programs in grades 7 and 8 that address vocational interest and aptitude assessment for handicapped and disadvantaged students. Staff developed a description of vocational assessment instruments available to public schools and a guide for interpreting and using vocational assessment data. The description of vocational assessment instruments and the guide were made part of a vocational assessment handbook. Survey data and knowledge acquired in the development of the handbook were used to develop a sample guidance program containing practices needed to comply with Public Law 98-524. Recommendations were made regarding selection of vocational assessment instruments, in-service sessions, and use of vocational assessment information by vocational and special education personnel. (The brief report is followed by these appendixes: (1) a list of project advisory committee members; (2) results of a state-level survey to assess Texas guidance and counseling practices; (3) vocational assessment instrument information on 35 commercial instruments--multiple aptitude tests, interest surveys and inventories, adaptive behavior measures, and combined instruments and work samples--listing title, publisher, population, purpose and description, administration and scoring, scales/scores, norms, reliability and validity, comments, and cost; (4) interpretation and use of assessment data information in the form of the final, complete section as it appears in the handbook; and (5) information on establishing a counseling program designed to fulfill Carl D. Perkins guidelines.) (YLB)

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FINAL REPORT

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AN ASSESSMENT OF TEXAS GUIDANCE AND COUNSELING PRACTICES, ACTIVITIES, AND SERVICES CURRENTLY USED IN TEXAS FOR COMPLIANCE WITH TITLE II, PART A, SECTION 204(c) OF PUBLIC LAW 98-524

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Sponsored Cooperatively by

Texas Education Agency

and

University of North Texas

July 1987 - June 1988

Project Number: 88420020

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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TITLE PAGE

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PROBLEM AREA

The stated purpose of this project was to assess the current counseling activities, services, and programs in the Texas public schools, at grades 7 and 8, which address compliance to Title II, Part A, Section 204(c) of Public Law 98-524. This section of the law concerns handicapped and disadvantaged students. In the Federal Register entry describing the Carl Perkins legislation, "disadvantaged" is defined as individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs.

The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from secondary school. For the purpose of this definition, an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or fails to attain minimal academic competencies may be considered "academically disadvantaged."

"Handicapped" is defined as individuals who are mentally retarded , hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

Title II, Section 204(c) asserts that those persons falling under the definitions of handicapped and disadvantaged shall receive: (1) assessment of interests, abilities, and special needs of such students with respect to completing successfully the vocational education program; (2) special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs described in clause 1;

(3) Guidance, counseling and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and (4) counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

The provisions above will require that the guidance personnel not only be adept in counseling techniques with students and their parents, but must also be well informed about vocational and academic aspects of special needs students, about training available in school programs and about community resources.

The objectives of this grant were written toward assessing current practices in Texas public schools which address methods of compliance to these Carl Perkins mandates and then to supply a resource for initial acquisition of the knowledge necessary to fulfill the intent of the law.

GOALS AND OBJECTIVES

The objectives stated for this grant were:

1. To assess the current counseling activities, services, and programs in grades 7 and 8 that address vocational interest and aptitude assessment for handicapped and disadvantaged students, prior to vocational program planning and placement;

2. To develop a comprehensive guidance program component for the vocational assessment manual to be developed by project #P-02; the guidance component will include the following: a. major vocational assessment instruments available, their costs, and a brief description of each; b. vocational assessment interpretation procedures and activities; c. the effective use of assessment data for planning for vocational program placement; d. identification of all other related counseling services and activities that address total compliance with the law; and e. appropriate appendices, one of which will be a complete listing of vocational assessment instruments currently available.

3. To identify exemplary counseling programs that could be modeled effectively by other school districts.

PROCEDURES

Project staff reviewed current assessment practices relating to services, activities, and programs with respect to compliance with Carl D. Perkins Vocational Education Act, Title II, Part A, Section(c). After consultation with advisory committee members, the TEA occupational specialist for vocational guidance programs and the TEA occupational specialist for vocational special needs an instrument was developed to be used for assessing the guidance activities, services, and programs in grades 7 and 8 in the state of Texas.

Project staff members visited the national consortium for career/vocational counseling at the National Center for Research in Vocational Education. The information gathered on this visit helped to coordinate and validate the findings of the state level survey with national level data. The survey was conducted at the general session of the August 1987 Vocational Guidance Workshop. This same survey was mailed to 100 special education directors throughout the state. The data obtained from the Guidance Conference and the special education directors was compiled and then discussed with the advisory committee members and Sylvia Clark, TEA occupational specialist for vocational guidance programs. The survey results are presented in Appendix B of the report.

Another project objective concerned the coordination of this project staff with the awardees of the vocational assessment handbook development project. This project was awarded to Texas A & M University and was completed under the direction of Linda Parrish, Ph.D. and Jerome Kapes, Ph.D.. The University of North Texas project staff was responsible for the initial drafting of the handbook section listing vocational assessment instruments commercially available to public schools. This draft describing the instruments was submitted to the A & M project staff and was used as the basis for section IV of the Vocational Assessment Handbook.

The University of North Texas staff also developed a draft for the handbook section VII, "Interpreting and Using Vocational Assessment Data". Marj Patton, Klein ISD, who served as a member of the Texas A & M project advisory

committee worked with the North Texas staff in the development of this draft.

Data gathered from the surveys, information gained through work with the advisory committee and TEA personnel, and knowledge acquired in the development of the handbook sections was used to develop a sample guidance program.

RESULTS AND ACCOMPLISHMENTS

1. Assessed the current counseling activities, services, and programs in grades 7 and 8 that address vocational interest and aptitude assessment for handicapped and disadvantaged students, prior to vocational program planning and placement.

2. In a cooperative effort with Texas A & M University, the North Texas staff developed a description of vocational assessment instruments available to public schools and a guide for interpreting and using vocational assessment data. These sections are parts of the Vocational Assessment Handbook.

3. Developed a sample guidance program containing practices that are needed to comply with Public Law 98-524.

EVALUATION PROCEDURES AND FINDINGS

The evaluation plan included internal and external evaluation to insure quality control for the project. The internal evaluation plan included communication between the project staff members and staff meetings to examine procedures, time schedules, and over-all progress of the project keeping in mind the stated objectives of the project at all times.

The project advisory committee, including the TEA occupational specialist for vocational guidance services and the Texas occupational specialist for vocational special needs provided external evaluation of the project from the beginning through the completion of the project.

CONCLUSIONS AND RECOMMENDATIONS

Survey responses indicated a confusion among public school personnel concerning the differences between interest and aptitude tests. The respondents did not seem to have an understanding of what vocational assessment instruments measured or how to use this information for educational planning. Our work with the project advisory committee and contacts with the vocational counselors across the state indicated a lack of knowledge pertaining to the Carl Perkins Act and its impact for vocational guidance in the state of Texas.

Recommendations:

A. When making decisions concerning the purchase of vocational assessment instruments, developing an assessment program, or assigning personnel to vocatonal assessment duties, the district should:

- decide what information about individual students is needed from vocational assessment
- determine characteristics of the students who will be needing vocational assessment
- define the vocationally related "in school" and community services available for students, and determine the essential skills needed for participation in each

Based on this information, choices concerning which vocational assessment instruments would best serve students' needs can be made.

B. Copies of the Vocational Assessment Handbook should be made available to vocational counselors.

C. Inservice sessions focusing on vocational assessment should be offered. These inservice sessions should be sponsored and attended by both special education and vocational education personnel

D. Interpretation and use of vocational assessment information should be a cooperative effort between vocational education and special education personnel.

E. Vocational counselors should have summaries of Carl Perkins guidelines for vocaitonal guidance. One example for implementation is found in Appendix D.

APPENDICES

APPENDIX A

PROJECT ADVISORY COMMITTEE

1. Kent Reese, Director of Marketing; Victor Equipment Company

2. Judy Bly ,Licensed Professional Counselor; Corpus Christi Independent School District

3. Chris Christopher, Licensed Professional Counselor; Carrollton-Farmers Branch Independent School District

4. Terry Grijalva; Licensed Professional Counselor ;El Paso Independent School District

5. Tommy Hester, Licensed Professional Counselor; Andrews Independent School District

6. Nell Hill, Licensed Professional Counselor; Clear Creek Independent School District

7. Azil Tipps, Licensed Professional Counselor; Wilmer-Hutchins Independent School District

8. Bill Watkins, Licensed Professional Counselor; Abilene Independent School District

9. Sylvia Clark, Occupational Specialist for Vocational Guidance; Texas Education Agency

10. Eleanor Mikulin, Occupational Specialist for Vocational Special Needs Programs; Texas Education Agency

APPENDIX B

NAME OF SCHOOL DISTRICT_____

CITY_____

YOUR POSITION_____

GRADE CLASSIFICATION OF STUDENTS YOU SERVE (CHECK ALL THAT APPLY):

____6 ____7 ____8 ____9 ____10 ____11 ____12

1. **WHAT VOCATIONAL ASSESSMENT IS AVAILABLE TO MAINSTREAM SECONDARY STUDENTS?**

____ASVAB ____GATB ____DAT ____OTHER, PLEASE SPECIFY_____

WHO ADMINISTERS? ____VOCATIONAL COUNSELOR ____ACADEMIC COUNSELOR ____OTHER_____

2. **WHAT VOCATIONAL ASSESSMENT IS AVAILABLE FOR SECONDARY SPECIAL NEEDS STUDENTS?**

____**INTEREST INVENTORIES**? IF INSTRUMENT(S) KNOWN, PLEASE SPECIFY_____

_____

WHO ADMINISTERS? ____VOCATIONAL COUNSELOR ____SPECIAL ED. COUNSELOR
____EDUCATIONAL DIAGNOSTICIAN ____VOCATIONAL TEACHER
____SPECIAL ED. TEACHER ____OTHER, PLEASE SPECIFY:_____

____**APTITUDE TESTS**? IF INSTRUMENT(S) KNOWN, PLEASE SPECIFY

_____

WHO ADMINISTERS? ____VOCATIONAL COUNSELOR ____SPECIAL ED. COUNSELOR
____EDUCATIONAL DIAGNOSTICIAN ____VOCATIONAL TEACHER
____OTHER, PLEASE SPECIFY:_____

____**COMPREHENSIVE ASSESSMENT BATTERY** IF INSTRUMENT(S) KNOWN, PLEASE SPECIFY

_____

_____

WHO ADMINISTERS? ____VOCATIONAL COUNSELOR ____SPECIAL ED. COUNSELOR
____EDUCATIONAL DIAGNOSTICIAN ____VOCATIONAL TEACHER
____OTHER, PLEASE SPECIFY:_____

3. **ARE YOU INVOLVED IN ANY PRE-VOCATIONAL ACTIVITIES, SERVICES OR PROGRAMS FOR SPECIAL NEEDS STUDENTS?** (EXAMPLES: OCCUPATIONAL ORIENTATION, JOB SEEKING/MAINTENANCE, PERSONAL-SOCIAL ADJUSTMENT, ETC.) ____YES ____NO IF YES, BRIEFLY DESCRIBE_____

_____

_____

4. **WHAT TRANSITIONAL SERVICES (SCHOOL TO WORK) DOES YOUR SCHOOL OFFER TO HANDICAPPED STUDENTS?** PLEASE DESCRIBE BRIEFLY_____

_____

_____

_____

FREQUENCY DISTRIBUTION OF RESPONSES FROM STATE SPECIAL EDUCATION DIRECTORS

GRADE CLASSIFICATION OF STUDENTS YOU SERVE (CHECK ALL THAT APPLY):

Grade	6	7	8	9	10	11	12
# Responses	21	27	36	41	44	45	45

1. WHAT VOCATIONAL ASSESSMENT IS AVAILABLE TO MAINSTREAM SECONDARY STUDENTS?

19 . . . Armed Services Vocational Aptitude Battery (ASVAB)

10 . . . General Aptitude Test Battery (GATB)

16 . . . Differential Aptitude Test (DAT)

Other:

3 . . . . Career Ability Placement Survey (CAPS)

3 . . . . California Occupational Preference System (COPS)

2 . . . . Career Orientation Placement and Evaluation Survey (COPES)

4 . . . . Occupational Aptitude Survey and Interest Schedule (OASIS)

1 . . . . Program for Assessing Youth Employability Skills (PAYES)

1 . . . . Picture Interest Exploratory Survey (PIES)

9 . . . . Street Survival Skills Questionnaire (SSSQ)

Who Administers?

15 . . . VOCATIONAL COUNSELOR

14 . . . ACADEMIC COUNSELOR

Other:

4 . . . . Vocational Adjustment Coordinator (VAC)

3 . . . . Educational Diagnostician

2 . . . . Special Education Teacher

2 . . . . Special Education Supervisor

1 . . . . Psychologist

1 . . . . Vocational Teacher

1 . . . . Army Recruiter

2. WHAT VOCATIONAL ASSESSMENT IS AVAILABLE FOR SECONDARY SPECIAL NEEDS STUDENTS?

INTEREST INVENTORIES?

74 . . . respondents administer interest inventories

INSTRUMENTS USED:

17 . . . Wide Range Interest Opinion Test (WRIOT)

11 . . . Reading Free Interest Inventory

8 . . . . Occupational Aptitude Survey Interest Schedule

5 . . . . APTICOM

3 . . . . Interviews

3 . . . . California Occupational Preference System (COPS)

2 . . . . Career Assessment Survey Exploration (CASE)

2 . . . . Picture Interest Exploratory Survey (PIES)

2 . . . . Picture Inventory of Careers (PIC)

2 . . . . Program for Assessing Youth Employability Skills (PAYES)

2 . . . . Career Assessment Inventory (CAI)

2 . . . . K.E.Y.E.

1 . . . . Vocational Interest Inventory

1 . . . . Environmental Interest Inventory

1 . . . . Self-Directed Search - A Guide to Vocational Planning

1 .... Vocational Information and Evaluation Work Samples (VIEWS)

1 .... Kuder

1 .... MESA

1 .... Brigance

1 .... Social and Prevocational Information Battery (SPIB)

1 .... American Association Mental Deficiency Adaptive Behavior Scale (AAMD)

1 .... Street Survival Skills Questionnaire (SSSQ)

1 .... McCarron-Dial System (MDS)

WHO ADMINISTERS?

7 .... VOCATIONAL COUNSELOR

23 ... EDUCATIONAL DIAGNOSTICIAN

18 ... SPECIAL EDUCATION TEACHER

2 .... SPECIAL EDUCATION COUNSELOR

3 .... VOCATIONAL TEACHER

OTHER:

13 ... Vocational Adjustment Coordinator (VAC)

2 .... Special Education Supervisor

1 .... Psychologist

1 .... Vocational Evaluator

1 .... Teacher's Aide

APTITUDE TESTS?

60 ... respondents administer aptitude tests

INSTRUMENTS USED:

11 ... Occupational Aptitude Survey and Interest Schedule (OASIS)

8 .... APTICOM

5 .... Minnesota Rate of Manipulation Test (MRMT)

4 .... Purdue Pegboard

4 .... Social and Prevocational Information Battery - Revised (SPIB)

3 .... Pennsylvania Bimanual Work Sample

3 .... Career Ability Placement Survey (CAPS)

3 .... Program for Assessing Youth Employability Skills (PAYES)

3 .... Talent Assessment Program (TAP)

2 .... McCarron-Dial System (MDS)

1 .... Picture Inventory of Careers (PIC)

1 .... General Aptitude Test Battery (GATB)

1 .... Skills Assessment Module (SAM)

1 .... Informal Assessment

1 .... Employee's Aptitude Survey

1 .... Crawford's Small Parts

1 .... Gordon

1 .... Prevocational Assessment Screening

1 .... Bennett Hand Tool Test

WHO ADMINISTERS?

7 .... VOCATIONAL COUNSELOR

22 ... EDUCATIONAL DIAGNOSTICIAN

3 .... SPECIAL EDUCATION COUNSELOR

2 .... VOCATIONAL TEACHER

OTHER:

11 ... Vocational Adjustment Coordinator (VAC)

6 .... Special Education Teacher

2 .... Academic Counselor

2 .... Special Education Supervisor

COMPREHENSIVE ASSESSMENT BATTERY?

18 ... WISC-R

13 ... Woodcock Johnson

9 .... WAIS-R

8 .... McCarron-Dial Systems (MDS)

5 . . . . TONI

6 . . . . WRAT-R

3 . . . . KTEA

3 . . . . Differential Aptitude Test (DAT)

3 . . . . Peabody Picture Vocabulary Test (PPVT)

3 . . . . Brigance

5 . . . . Bender Visual Gestalt Test

3 . . . . APTICOM

3 . . . . Sheltered Workshop

2 . . . . Texas Rehabilitation Commission

2 . . . . VALPAR

2 . . . . Stanford-Binet

2 . . . . PIAT/Peabody Individual Achievement Test

1 . . . . TOWT

1 . . . . Street Survival Skills Questionnaire (SSSQ)

1 . . . . Psychological Educational Battery

1 . . . . Test of Written Language

1 . . . . Parent and Student Interviews

1 . . . . Key Math

1 . . . . Slosson

1 . . . . Purdue Pegboard

1 . . . . Vineland

1 . . . . Goldman-Fristoe

1 . . . . Informal Assessment

1 . . . . Goodwill

WHO ADMINISTERS?

4 . . . . VOCATIONAL COUNSELOR

25 . . . EDUCATIONAL DIAGNOSTICIAN

1 . . . . SPECIAL EDUCATION COUNSELOR

1 . . . . VOCATIONAL TEACHER

OTHER:

3 . . . . Vocational Adjustment Coordinator (VAC)

1 . . . . Special Education Teacher

1 . . . . Vocational Evaluator

1 . . . . Special Education Supervisor

1 . . . . Consultant

1 . . . . Psychologist

3. ARE YOU INVOLVED IN ANY PRE-VOCATIONAL ACTIVITIES, SERVICES OR PROGRAMS FOR SPECIAL NEEDS STUDENTS? (EXAMPLES: OCCUPATIONAL ORIENTATION, JOB SEEKING/MAINTENANCE, PERSONAL-SOCIAL ADJUSTMENT ETC..)

38 . . YES 8 . . .NO

Description:

16 . . . Vocational Adjustment Coordinator (VAC)

13 . . . Pre-Vocational Classes

5 . . . . On the job training

5 . . . . L.I.F.E.

4 . . . . Occupational Exploration

3 . . . . Occupational Investigation

3 . . . . Vocational Education for the Handicapped (VEH)

1 . . . . Campus-based job training stations

4. WHAT TRANSITIONAL SERVICES (SCHOOL TO WORK) DOES YOUR SCHOOL OFFER TO HANDICAPPED STUDENTS?

30 . . . Texas Rehabilitation Commission (TRC)

16 . . . Vocational Adjustment Coordinator (VAC)

9 . . . . Mental Health Mental Retardation (MHMR)

8 .... Sheltered Workshop

7 .... Job Training Partnership Act (JTPA)

6 .... On-the-job training (OJT)

5 .... Vocational Rehabilitation

4 .... L.I.F.E.

2 .... Job Coaching

1 .... CETA

1 .... NETO

1 .... Vocational Education for the Handicapped (VEH)

1 .... Career Day

1 .... Military Service Presentations

1 .... Goodwill

1 .... National Association for Retarded Citizens (NARC)

FREQUENCY DISTRIBUTION OF RESPONSES FROM VOCATIONAL GUIDANCE CONFERENCE - AUGUST 1987

GRADE CLASSIFICATION OF STUDENTS YOU SERVE (CHECK ALL THAT APPLY)

Grade	6	7	8	9	10	11	12
# Responses	17	54	97	57	54	54	54

1. WHAT VOCATIONAL ASSESSMENT IS AVAILABLE TO MAINSTREAM SECONDARY STUDENTS:

53 . . . ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)

10 . . . GENERAL APTITUDE TEST BATTERY (GATB)

26 . . . DIFFERENTIAL APTITUDE TEST (DAT)

OTHER:

23 . . . Career Ability Placement Survey (CAPS)

21 . . . Career Occupational Preference System(COPS)

4 . . . . APTICOM

3 . . . . Career Orientation Placement and Evaluation Survey (COPES)

3 . . . . Occupational Aptitude Survey and Interest Schedule (OASIS)

3 . . . . Picture Inventory of Careers (PIC)

2 . . . . CDMS

2 . . . . Wide Range Interest Opinion Test (WRIOT)

1 . . . . Kuder

1 . . . . Ohio

1 . . . . Talent Assessment Program (TAP)

WHO ADMINISTERS?

43 . . . VOCATIONAL COUNSELOR

31 . . . ACADEMIC COUNSELOR

OTHER:

8 . . . . Vocational Teacher

6 . . . . Military

5 . . . . Occupational Investigation Teacher

1 . . . . Special Education Director

2. WHAT VOCATIONAL ASSESSMENT IS AVAILABLE FOR SECONDARY SPECIAL NEEDS STUDENTS?

INTEREST INVENTORIES?

16 . . . California Occupational Preference System (COPS)

11 . . . Picture Inventory of Careers (PIC)

7 . . . . Kuder

5 . . . . APTICOM

5 . . . . Career Assessment Survey Exploration (CASE)

4 . . . . Occupational Aptitude Survey and Interest Schedule (OASIS)

3 . . . . Career Ability Placement Survey Exploration (CASE)

3 . . . . Job-O

3 . . . . SRA

2 . . . . Interest Determination Exploration and Assessment Survey (IDEAS)

1 . . . . Armed Services Vocational Aptitude Battery (ASVAB)

1 . . . . Coin Scan

1 . . . . Differential Aptitude Test (DAT)

1 . . . . GIS

1 . . . . Gordon

1 . . . . Harrington O'Shea Career Decision-Making System (CDM)

1 . . . . Ohio Vocational Interest Survey: II (OVIS II)

1 . . . . Picture Interest Exploration Survey (PIES)

1 . . . . SC-II

1 . . . . Social and Prevocational Information Battery - Revised (SPIB)

WHO ADMINISTERS?

55 . . . VOCATIONAL COUNSELOR

33 . . . EDUCATIONAL DIAGNOSTICIAN

23 . . . VOCATIONAL TEACHER

9 . . . . SPECIAL EDUCATION TEACHER

6 . . . . SPECIAL EDUCATION COUNSELOR

10 . . . OTHER: 10 Did not specify

APTITUDE TESTS?

18 . . . Career Ability Placement Survey (CAPS)

9 . . . . Differential Aptitude Test (DAT)

5 . . . . Armed Services Vocational Aptitude Battery (ASVAB)

4 . . . . APTICOM

4 . . . . Occupational Aptitude Survey and Interest Schedule (OASIS)

3 . . . . East Texas State University Curriculum

3 . . . . Skills Assessment Module (SAM)

2 . . . . California Occupational Preference System (COPS)

2 . . . . General Aptitude Test Battery (GATB)

2 . . . . Wide Range Interest Opinion Test (WRIOT)

1 . . . . American Testronics Aptitude Test

1 . . . . CAT

1 . . . . Occupational Investigation Handbook

1 . . . . Pre-Vocational Assessment Screen (PAS)

1 . . . . Talent Assessment Program (TAP)

1 . . . . Voc-Ties

1 . . . . Worksheets in Curriculum Guide

WHO ADMINISTERS?

57 . . . VOCATIONAL COUNSELOR

31 . . . EDUCATIONAL DIAGNOSTICIAN

17 . . . VOCATIONAL TEACHER

5 . . . . SPECIAL EDUCATION COUNSELOR

OTHER:

1 . . . . SPECIAL EDUCATION TEACHER

15 . . . DID NOT SPECIFY

COMPREHENSIVE ASSESSMENT BATTERY?

31 . . . respondents did not specify the instrument used

3 . . . . California Achievement Test (CAT)

3 . . . . APTICOM

1 . . . . Occupational Aptitude Survey and Interest Schedule (OASIS)

1 . . . . CTBS

1 . . . . California Occupational Preference System (COPS)

1 . . . . Woodcock - Johnson

1 . . . . Metropolitan Achievement Test

1 . . . . Standard Achievement Test (SAT)

1 . . . . Pre-Vocational Assessment Screen (PAS)

1 . . . . Career Orientation Placement and Evaluation Survey (COPES)

3.ARE YOU INVOLVED IN ANY PRE-VOCATIONAL ACTIVITIES, SERVICES OR PROGRAMS FOR SPECIAL NEEDS STUDENTS? (EXAMPLES: OCCUPATIONAL ORIENTATION, JOB SEEKING/MAINTENANCE, PERSONAL-SOCIAL ADJUSTMENT, ETC.)

22 . . YES 18 . . . NO

Description:

27 . . . Occupational Investigation

20 . . . Occupational Orientation

9 . . . . Career Programs

7 . . . . Personal-Social Adjustment

6 . . . . Career Conferences

1 . . . . Job Clusters Study

1 . . . . Field trip to vocational classrooms

1 .... C.V.A.E.

1 .... Career Assessment Survey Exploration (CASE)

1 .... Career Ability Placement Survey (CAPS)

1 .... Pre-lab for Employment Skills

1 .... Teen Parent Program

1 .... "Drop Out" Program

4. WHAT TRANSITIONAL SERVICES (SCHOOL TO WORK) DOES YOUR SCHOOL OFFER TO HANDICAPPED STUDENTS?

46 ... VAC Coop

13 ... CVAE Coop

8 .... Vocational Education for the Handicapped (VEH)

8 .... Texas Rehabilitation Commission (TRC)

7 .... Prevocational classes

5 .... Job Placement

4 .... Vocational Counseling for Vocational Classes

3 .... Career Fair

3 .... On-the-Job Training

3 .... Goodwill

2 .... Texas Department of Mental Health & Mental Retardation

2 .... Sheltered Workshop

1 .... Helping teacher

1 .... L.I.F.E.

1 .... Career Guidance Class (elective)

1 .... Summer Job Placement

1 .... Vocational Rehabilitation

APPENDIX C

The initial draft of of commercially available vocaitonal assessment instruments was developed by the University of North Texas project staff. This draft was submitted to the Texas A & M University handbook staff for revision and full development. The following instrument information is in the form of the final, complete section as it appears in the Vocational Assessment Handbook.

Section IV

AVAILABLE ASSESSMENT INSTRUMENTS

Introduction

The primary purpose of this section is to provide brief descriptions of commercially available instruments likely to be useful with handicapped or disadvantaged populations. While many of the instruments used with handicapped individuals are designed specifically for that purpose, this is not always the case. Also, there are even fewer instruments designed for use with disadvantaged individuals. For this reason, many instruments are included here that are not specifically intended for any particular handicap or for disadvantaged individuals. The commercial instruments described were selected by a panel of judges familiar with the instruments and the needs for assessment under federal and state regulations. Instruments targeted for the college bound were specifically excluded.

The 35 commercial instruments are grouped into four categories as follows: Multiple Aptitude Tests (4), Interest Surveys and Inventories (10), Adaptive Behavior Measures (5), and Combined Instruments and Work Samples (16). The last category contains combined measures of aptitude and interest, as well as the traditional work samples which may assess one or more of the traits of aptitude, interest, or adaptive behavior. A more complete listing of commercial instruments that might be useful for vocational assessment is contained in Appendix B.

In addition to commercially published instruments it is often useful and appropriate to develop local assessment instruments

and materials for vocational assessment. For this reason, a selection of 17 locally developed instruments is provided here as a fifth category. These materials include parent, student, and teacher interview forms, interest or preference surveys, and work adjustment checklists. The materials included were obtained from local school districts in the Houston Area or from Brazos Valley MHMR and the source is clearly marked on each one. They may be copied as is or modified for local use, but credit should be given to the source.

By selecting instruments to describe or include in this section no recommendation for use is implied or intended. Decisions as to appropriateness of use for any instrument must be made at the local level. Many resources are available to help local users make these decisions and some of the most prominent are included in the annotated bibliography in Appendix D.

The outline used to describe the commercial instruments is included on the following page. The reader may want to add to the instruments described here using the outline as a guide to the important information that should be included.

Instrument Review Outline

TITLE	Full name of the test and its acronym or commonly used name.
PUBLISHER	Name and address of the publisher where the test may be purchased.
POPULATION	Target populations for which the test is designed to be used.
PURPOSE AND DESCRIPTION	Description of the information the instrument can provide including specific aptitudes or traits that are measured.
ADMINISTRATION AND SCORING	Information about whether the test is individual, group, or self-administered. Administration and scoring time, as well as type of scoring required: machine, hand scored, stencils.
SCALES/SCORES	Types of scores that are reported, such as standard scores and percentiles. Use of profiles is noted.
NORMS	A brief description of the norm population, including age, sex, and groups.
RELIABILITY AND VALIDITY	Types of reliability data that are available and reliability coefficients. Results of validity research that have been conducted.
COMMENTS	Specific strengths and limitations of the instrument. Particular value of the test for handicapped or disadvantaged populations.
COST	Cost information for specimen sets, the instrument and manuals, as well as counselee materials.

MULTIPLE APTITUDE TESTS

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TITLE	Armed Services Vocational Aptitude Battery (ASVAB)
PUBLISHER	Department of Defense Headquarters, U.S. Military Entrance Processing Command 2500 Green Bay Road North Chicago, IL 60064-3094
POPULATION	Youth ages 16 and up.
PURPOSE AND DESCRIPTION	Used (by the military services) to identify eligible graduates for possible recruitment, ASVAB evaluates high school students' vocational aptitudes. The factors measured indicate abilities in the following areas: verbal, math academic, mechanical and crafts, business and clerical, electronics and electrical, and health, social, and technologies. Information gathered can be used by high school counselors as a tool for career counseling.
ADMINISTRATION AND SCORING	A military service recruiter will assist each school in administering the ASVAB and the U.S. Military Entrance Processing Command provides the examiner. ASVAB is suitable only for group use. The total administration time is 180 minutes. Individual test results are delivered to school counselors and copies of the scores are given to the recruiting services.
SCALES/SCORES	Nationally representative percentile scores for each composite are provided to students and counselors, by grade level, sex, and opposite sex. In addition, standard scores for each subtest (based on youth samples) are provided to counselors.
NORMS	Norms are available for 11th graders, 12th graders, 2-year college students, and a composite group.
RELIABILITY AND VALIDITY	Internal consistency reliabilities range from .81 to .92 for various subtests. Alternate-forms reliability coefficients for the seven ASVAB composites range between .90 and .95. Internal consistency reliabilities are approximately the same. Validity coefficients on the whole are high, averaging .50 to .60, or near the upper range of validity coefficients for most selection tests used in the civilian sector.

COMMENTS	The ASVAB requires a reading level of 6th to 8th grade. A major concern of most users is the lengthy test administration and its connection to military recruiting. The ASVAB is not appropriate for most handicapped students, but is very appropriate for disadvantaged students.
COST	No charge to schools for administration, materials, and scoring.

TITLE	Career Ability Placement Survey (CAPS)
PUBLISHER	Educational and Industrial Testing Service P.O. Box 7234 San Diego, CA 92107
POPULATION	Students grades 7 through 12 and adults.
PURPOSE AND DESCRIPTION	A multiple aptitude test battery which assesses potential for success in specific occupations. CAPS is divided into eight tests which include: Mechanical Reasoning, Spatial Relations, Verbal Reasoning, Numerical Ability, Language Usage, Word Knowledge, Perceptual Speed and Accuracy, and Manual Speed and Dexterity.
ADMINISTRATION AND SCORING	CAPS may be administered in a group or individually in approximately 45 minutes to one hour. Each of the eight tests is printed on a separate form with instructions written on one side and test items on the reverse side. CAPS can be hand scored, or machine scored locally or through the publisher.
SCALES/SCORES	Scores are presented in two ways: an ability profile based on norms for each of the eight tests and the career profile keyed to occupational clusters in the COPS Interest Inventory. Individuals can then use the COPS System Career Briefs and Career Cluster Booklets, which link results to the Dictionary of Occupational Titles (DOT) and Occupational Outlook Handbook (OOH).
NORMS	The norms are based on a National sample of about 7,000 students in grades 8 through 12 and 1,700 community college students.
RELIABILITY AND VALIDITY	Split half reliability estimates range from .76 to .95 and test/retest reliability coefficients range from .70 to .95. The validity coefficients ranged from the upper .40's to the .80's for achievement test comparisons.

COMMENTS	The CAPS may be a good alternative to the longer aptitude tests for average or below average individuals with about an eighth grade reading level. Its use as a screening battery is suggested.
COST	Specimen set (one copy of each test, manual): $6.50.

TITLE	Differential Aptitude Test (DAT)
PUBLISHER	The Psychological Corporation Harcourt Brace Jovanovich, Inc. 555 Academic Court San Antonio, TX 78204
POPULATION	Grades 8 through 12.
PURPOSE AND DESCRIPTION	An integrated battery of aptitude tests designed for educational and vocational guidance in junior and senior high schools. Items are in a multiple choice format except for the spelling subtest. There are 2 forms available: Forms V and W. The battery consists of 8 subtests: 1. Verbal Reasoning 2. Numerical Ability 3. Abstract Reasoning 4. Clerical Speed and Accuracy 5. Mechanical Reasoning 6. Space Relations 7. Spelling 8. Language Usage
ADMINISTRATION AND SCORING	The DAT is a group administered paper and pencil test requiring approximately four hours. Administration and scoring may be completed by teachers who have been prepared for this task. Testing may be divided into sessions. It can be hand or machine scored. Hand scoring requires stencils and takes about 20 minutes.
SCALES/SCORES	Raw scores are converted to national percentile ranks and stanines for males and females separately. Scores are given for each subtest and the composite of verbal reasoning and numerical ability.
NORMS	Separate grade and sex norms are provided. Sampling was based on 64 school districts in 32 states. Norms tables are presented by grade and sex for fall and spring administrations.
RELIABILITY AND VALIDITY	Split-half and test-retest reliability coefficients average in the low .90 range. The DAT has been successfully validated against a variety of secondary school grades, as well as achievement, and aptitude tests.

COMMENTS

The DAT is an excellently constructed test battery and is useful in planning education and training. While it provides a sound basis for predicting academic performance, there is a lack of validation data using job or occupational training as the criteria.

Limitations include the test length and need for 6th grade reading skills.

The DAT is also available with a Career Planning Questionnaire. In addition, a computer adaptive version has recently been developed.

COST

Specimen set:
- $12.00 for paper and pencil version.
- $30.00 for computer adaptive version.

Counselee materials:
- Test booklet (package of 35 reusable) $85.00.
- MRC and NCS machine-scorable answer documents with the Career Planning Program (package of 100) $83.00.
- Hand scoring keys $10.00.
- Handbook $10.00.
- Counselor's manual $10.00.
- Computer adaptive testing start-up package (for Apple) $95.00.

TITLE	USES - General Aptitude Test Battery (GATB)
PUBLISHER	U.S. Employment Service Employment and Training Administration 200 Constitution Ave. N.W. Washington, D.C. 20210
POPULATION	Grade 9 through adult.
PURPOSE AND DESCRIPTION	The GATB is used to measure vocational aptitudes of literate individuals in order to determine qualifications for the wide range of occupations for vocational guidance and selection. It is a 434-item paper-pencil test consisting of 284 multiple-choice questions, 150 dichotomous choice questions, and two dexterity form boards. Twelve subtests measure nine vocational aptitudes: 1. (G) General Learning Ability 2. (V) Verbal 3. (N) Numerical 4. (S) Spatial 5. (P) Form Perception 6. (Q) Clerical Perception 7. (K) Motor Coordination 8. (F) Finger Dexterity 9. (M) Manual Dexterity
ADMINISTRATION AND SCORING	A trained examiner is required to administer this timed paper-pencil and performance battery which is suitable primarily for group use. The total administration time is approximately 2 1/2 hours. When administered in the United States, the GATB must be authorized by State Employment Service Agency. After administration, the test may be hand scored or machine scored.
SCALES/SCORES	Raw scores are converted to aptitude scores by use of conversion tables. Each aptitude score has a mean of 100 and a standard deviation of 20. The counselor compares scores to Occupational Aptitude Patterns (OAPs) which are three aptitudes for clusters of similar occupations. Furthermore, these patterns relate to specific occupations in the Dictionary of Occupational Titles (DOT). A letter grade of "H" (high), "M" (median), or "L" (low) is specified for each OAP.

NORMS	The norms are based on employed workers in more than 460 occupations. Form A of the GATB was normed on a representative sample of 4,000. Form B, which is used in the schools, is a parallel form that is matched to Form A through a conversion table.
RELIABILITY AND VALIDITY	Extensive test-retest reliability data are presented with coefficients ranging from the mid- .70s to .90. Validity studies are presented on over 400 occupations. Cutoff scores were established for OAPs. Tables of validity studies typically show modest, but significant, relationships between GATB predictors and actual occupational outcomes.
COMMENTS	Because the GATB tests are timed, scores are likely to be depressed for older adults or those with little testing experience.
COST	Form B: Book 1 (Parts 1-4) $3.50. Book 2 (Parts 5-7) $2.25 each. Part 8 (not reusable): $6.50 per pad of 100. Pegboards & Pegs: (Parts 9-10) Plastic $26.50 each. Wooden $19.50 each. Finger Dexterity Board: (Parts 11-12) $15.50 each.

TITLE	Career Occupational Preference System (COPS)
PUBLISHER	EDITS P.O. Box 7534 San Diego, CA 92107
POPULATION	Targeted at junior and senior high school students as well as college and adult populations. May be used with upper range of EMR and LD students as well as other handicapped persons with average mental capacity.
PURPOSE AND DESCRIPTION	The COPS is designed to assist individuals in career decision making. It yields 14 job activity interest scores based on clusters of meaningfully related occupations at both the professional and skilled levels. The 14 scales include: business, science, technology, service and arts (both professional and skilled) and outdoor, clerical, communication, and consumer economics (one level only). The entire system is keyed to the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook (OOH) and can be used with Career Briefs and other sources of occupational information.
ADMINISTRATION AND SCORING	The COPS interest inventory contains 168 items in a test booklet which also provides for the answer on an attached sheet. There are four choices for each item from Like to Dislike. Actual test time is estimated at 20 to 30 minutes with scoring taking an additional 15 to 25 minutes. Each item score can range from 0 to 3 points and each scale has 12 items yielding a total possible raw score ranging from 0 to 36. Hand scoring consists of counting the responses for each item in a scale and summing up the total. Reusable booklets and machine scoring are also available.
SCALES/SCORES	Raw scores are translated to percentiles on a separate scoring sheet which converts the 14 scales to a profile by connecting the point represented by each score.
NORMS	Separate norms are provided for males and females on each profile sheet. There are three different profile sheets available for junior high, high school, and college. There are no separate norms for any handicapped group.

RELIABILITY AND VALIDITY	Reliabilities reported for the COPS are of the test-retest type and are generally adequate and of the same magnitude as reliabilities for other prominent interest inventories. Validity information is lacking. There is little evidence in the technical manual of studies that show the relationship between scores on the COPS and entry or success in various occupations. Particularly lacking are studies that demonstrate validity for use of the COPS with handicapped students.
COMMENTS	Although the COPS is often cited as an interest inventory which is used successfully with handicapped individuals, there are some cautions that need to be mentioned. The reading level is somewhat high for some seventh and eighth graders and therefore probably too high for handicapped individuals with limited mental ability. Also, the fairly general nature of the scales and lack of validity information make the COPS less useful for making decisions about specific occupational placements. On the positive side, the COPS is relatively inexpensive and is well connected to sources of occupational information.
COST	Specimen set: $6.25. Counselee materials: Self-scoring booklets and profile sheet per student: 25/$.64; 100/$.62; 500/$.59. Machine scoring booklet non-reusable and scoring: 25/$1.36; 100/$1.32; 500/$1.30.

TITLE	Harrington O'Shea Career Decision-Making System (CDM)
PUBLISHER	American Guidance Service Publisher's Building Circle Pines, MN 55014-1796
POPULATION	Grade 7 through adult.
PURPOSE AND DESCRIPTION	The CDM system is a vocational interest inventory that assesses preferences and plans in five related areas: occupational preferences, school subject preferences, future education plans, job values, and abilities. It provides individuals with information to help in choosing a career and selecting a course of study or a job.
ADMINISTRATION AND SCORING	The CDM system is a self-administered 120-item questionnaire. The counselee answers with one of three responses: "like", "undecided", or "dislike". The CDM system is untimed and takes approximately 30-40 minutes to complete. Answers may be self-scored using an Interpretive Folder that shows the counselee how to compare career clusters to the survey results. On the other hand, machine-scored editions can produce a Profile Report or a Narrative Report. The Profile Report is similar to the Interpretive Folder which is used in the self-scored edition. The Narrative Report is more detailed and is utilized by the counselee and counselor to discuss appropriate careers. The machine scoring is completed through the publisher and takes about one week plus mail time. The CDM system is suitable for individual or group use. The CDM system is also available for computer administrations on Apple and Radio Shack systems.
SCALES/SCORES	The responses contribute to one of six interest scales: Crafts, Science, Arts, Social, Business, and Clerical. The raw scores on the highest two interest scales are used to identify three or four career clusters for exploration. A Career Clusters Chart shows typical jobs in each cluster, as well as related school subjects and abilities. Occupational outlook and training requirements are also provided. Each job within a cluster is keyed to the Dictionary of Occupational Titles.

NORMS	Norms are based on students in grades 7 through 12 from randomly selected school districts.
RELIABILITY AND VALIDITY	Internal consistency reliability coefficients range from .84 to .90 for the 6 interest scales. Test-retest reliability (30 day) correlations range from .75 to .94. The CDM system scores correlate highly with the Vocational Preference Inventory (VPI) and the Self Directed Search (SDS). No predictive validity evidence is presented in the technical manual.
COMMENTS	The CDM system has consistently updated its occupational information. An audio tape is available for use with slow learners, which makes this test appropriate for some special populations.
COST	Specimen set: $3.00. Other materials: CDM self-scored package of 25: 1-4 each at $32.25. 5-19 at $29.00. 20+ at $27.50. CDM Machine-scored Profile Report (for 25 students): 1-4 at $66.00. 5-19 at $59.50. 20+ at $57.50. Micro CDM (50 administrators): $165.00 (can reorder diskettes at $49.00 for 25 administrations).

TITLE	Interest, Determination, Exploration and Assessment System (IDEAS)
PUBLISHER	NCS Professional Assessment Services P.O. Box 1416 Minneapolis, MN 55440
POPULATION	Grades 6 through 12.
PURPOSE AND DESCRIPTION	IDEAS is an interest inventory that serves as an introduction to career planning. It measures career-related interests of junior high and early high-school students. Career interests which are assessed include: mechanical/fixing, electronics, nature/outdoors, science/numbers, writing, arts/crafts, social service, child care, medical service, business, sales, office practices, and food service. The inventory booklet includes DOT/OOH references and suggested school courses.
ADMINISTRATION AND SCORING	Requiring a sixth-grade reading level, IDEAS is self-administered and suitable for group use. This paper-pencil test consists of 112 items on a five point scale: "Like very much" to "Dislike very much". Also, it can be hand scored and interpreted by the student or counselee. The entire test administration and scoring requires approximately 30 to 40 minutes.
SCALES/SCORES	Both raw and standard scores are provided on the 14 basic interest scales. The scores are recorded on a profile sheet that help students identify and explore occupational areas of interest in the DOT and OOH.
NORMS	Combined sex norms based on grades 6-8 and 9-12 samples are provided. Demographic information on the samples used is limited to sex and grade.
RELIABILITY AND VALIDITY	Test-retest correlation coefficients range in the high .80s and .90s. The correlations between the IDEAS scales and similar scales on the CAI were quite high ($r = .91$ or above for all scales). Correlations with the Strong-Campbell and the Minnesota Vocational Interest Inventory were in the .80s.

COMMENTS	IDEAS is an interest inventory which is easy to administer, score, and interpret. It is a shorter version of the Career Assessment Inventory (CAI) by the same author. Both the CAI and IDEAS emphasize semi-skilled, skilled, and technical occupations that do not require a four year college degree.
COST	Specimen set including manual: $4.75. IDEAS booklets (pkg. of 25): $23.00.

TITLE	Ohio Vocational Interest Survey: Second Edition (OVIS II)
PUBLISHER	The Psychological Corporation Harcourt Brace Jovanovich, Inc. 555 Academic Court San Antonio, TX 78204-0952
POPULATION	Grades 7 through adult.
PURPOSE AND DESCRIPTION	OVIS II assesses students interests in 23 occupational clusters in order to assist students with occupational and vocational decisions. The 23 clusters are: Manual Work, Basic Services, Machine Operation, Quality Control, Clerical, Health Services, Crafts and Precise Operations, Skilled Personal Services, Sports and Recreation, Customer Services, Regulations Enforcement, Communications, Numerical, Visual Arts, Agriculture and Life Sciences, Engineering and Physical Sciences, Music, Performing Arts, Marketing, Legal Services, Management, Education and Social Work, and Medical Services.
ADMINISTRATION AND SCORING	An examiner is required to administer this paper-pencil inventory. Although untimed, it takes approximately 45 minutes to complete the OVIS. Responses can be hand or machine scored through the publisher with approximately a 3 week turn-around. Also, machine scoring can be done locally using an NCS scanner. An OVIS II microcomputer version is also available. The hand and machine scored versions are suitable for groups, but the microcomputer version must be administered on an individual basis.
SCALES/SCORES	Items are job activities to which the student responds on a 5-point scale ranging from "like very much" to "dislike very much". Used in conjunction with the Dictionary of Occupational Titles (DOT), OVIS II classifies occupations according to three elements; data, people, and things. Types of scores reported are percentile ranks and scale clarity indexes. Other materials include a Career Planner Workbook, Handbook for Exploring Careers, and filmstrips to aid counselors in administering and interpreting the test.

NORMS	Norms for the OVIS II are based on a large norming population composed of students enrolled in grades 8 through 12 in 10 geographical regions of the country. The sample was subdivided by sex for different age groups.
RELIABILITY AND VALIDITY	Available reliability estimates of internal consistency range from .88 to .90. Median test/retest (1 month) correlations range from .76 to .82. Scale intercorrelations are provided by sex and grade to support the construct validity of OVIS II. The manual provides a brief discussion of content validity that is based on how well OVIS II relates to the world of work. Predictive validity date are not available.
COMMENTS	OVIS II provides for relating interest scores to occupational information and the DOT. Furthermore, supplementary materials can be adapted for use with special populations.
COST	Specimen set: $7.50. Counselee materials: Test Booklet (pkg. of 35 reusable) $37.00. Hand-scorable answer documents (pkg. of 35) $32.00. MRC or NCS machine-scorable answer documents (pkg. of 35) $20.00. Manual for interpreting $15.00. Microcomputer Version: Complete package for 35 $198.00. Replacement package for 35 $95.00.

TITLE	The Pictorial Inventory of Careers (PIC)
PUBLISHER	Talent Assessment, Inc. P.O. Box 5087 Jacksonville, FL 32247-5087
POPULATION	Emotionally, physically and academically handicapped populations.
PURPOSE AND DESCRIPTION	The Pictorial Inventory of Careers (PIC) is an audio-visual instrument designed to measure vocational interest and identify areas for potential occupational exploration and training. A series of 119 slides, depicting vocational-technical careers, are presented in 17 job clusters: 1. Agriculture/Environmental 2. Business - Data Processing 3. Business - Retailing/Sales 4. Business - Secretarial 5. Communication - Art/Graphics 6. Criminal Justice 7. Electrical/Electronics 8. Engineering Technology 9. Food Services 10. Health Services 11. Science and Laboratory 12. Service - Barbering/Cosmetology 13. Service - Fire Science 14. Service - Personal 15. Trade and Industry/Construction 16. Trade and Inventory/Mechanical 17. Trade and Industry/Metal Trades
ADMINISTRATION AND SCORING	The PIC is easy to set up and administer and requires approximately 30 minutes. It can be used individually or with a group and can be self-administered and scored. No training is needed. There are two program levels in the PIC. Program 1 consists of all 119 slides and an additional section in which examinees are presented with 11 definitions of work environments to which they express their preferences ranging from "strongly dislike" to "strongly like". Program 2 consists only of the 119 slides and examinees respond by simply indicating "yes," "?" or "no" as to their degree of interest.

SCALES/ SCORES	The PIC (Program 1) provides three types of results: 1) preference scores, 2) percentile ranks, and 3) stated interest preference. The preference scores are based on raw scores and represented as positive (+) (scores 26-35), negative (-) (scores 16 or below), or neutral (0) (scores 17 to 25).
NORMS	No information is provided in the manual concerning the norms on which the percentile ranks are based. The sample was a random group of 200 men and women enrolled in orientation courses for new students at a California Community College. The group was reportedly "ethnically and socio-economically heterogeneous and ranged in age from 17 to 55."
RELIABILITY AND VALIDITY	Reliability was determined by the test-retest method. The PIC was readministered three weeks later to a sample (23 males and 23 females) of the original 200 community college students. Correlations ranged from .61 (Food Services) to .93 (T&I Construction). The manual claims these correlations are similar to those obtained in the 30 day test-retest reliability of the SCII, and level of correlations are "adequate". No validity data are provided.
COMMENTS	Although the inventory is considered non-reading, it does not focus on occupations that require no reading. In addition, some of the depicted scenes are somewhat vague, and a person might express an interest in the perceived occupation rather than the actual one. A computer program is available with the PIC that creates a printout useful for counseling examinees. The printout is very impressive visually, but the graphic profile of percentile ranks uses letters as symbols that are not explained in the manual. The directions for the program's use are clearly explained in the manual; however, the manual does not state how much memory is required to run the program. If, for example, an Apple computer with 64K is used, the program will stop in the middle because of insufficient space.
COST	Specimen set: No cost, preview for 10 days. Counselee Materials (total package): $495 to $795 depending on the format (filmstrip or video).

TITLE	Reading Free Vocational Interest Inventory (R-FVII)
PUBLISHER	American Association on Mental Deficiency 5101 Wisconsin Avenue, Suite 405 Washington, DC 20016
POPULATION	Persons who are mentally retarded (MR) and/or learning disabled (LD) from ages 13 through adult.
PURPOSE AND DESCRIPTION	The R-FVII is a nonreading vocational preference test consisting of 55 pictorial triads illustrating occupational activities. The inventory provides scores in 11 interest areas for males and females including: 1. Automotive 2. Building Trades 3. Clerical 4. Animal Care 5. Food Service 6. Patient Care 7. Horticulture 8. Housekeeping 9. Personal Service 10. Laundry Service 11. Materials Handling
ADMINISTRATION AND SCORING	The R-FVII can be administered individually or in groups and generally requires 20 to 45 minutes to complete. Scoring involves transcribing client responses onto a score sheet which is time consuming and somewhat tedious.
SCALES/SCORES	Raw scores in each interest area are converted into T-scores, percentiles, and stanines. Raw scores and transformed scores can be placed on a profile sheet that allows for the plotting of percentiles into a graph. Interest areas are designated as high and low.
NORMS	Norms were developed during the 1980-81 school year in a nationwide administration. Norm tables for the following groups are provided in the manual: 1. Public school EMR, males, ages 13 to 15-11 (N = 1080) 2. Public school EMR, males, ages 16 to 22 (N = 1052) 3. Public school LD males, ages 13 to 15-11 (N=1015)

4. Public school LD, males, ages 16 to 19-11 (N = 1019)
5. Adult sheltered workshop, males, no age given (N = 1121)
6. Public school EMR, females, ages 13 to 15-11 (N = 1098)
7. Public school EMR, females, ages 16 to 21-11 (N = 1065)
8. Public school LD, females ages 13 to 15-11 (N=994)
9. Public school LD, females ages 16 to 19-9 (N = 973)
10. Adult sheltered workshop, females, no ages given (N = 1106)

RELIABILITY AND VALIDITY

Test-retest reliabilities range from the high .70's to the .90's. Internal consistency reliabilities range from .61 to .94 with a median of .82. Content validity was incorporated into the test after a complete search of all jobs appropriate to MR and LD individuals was made. Concurrent validity was obtained by administering the R-FVII and the Geist Picture Inventory to subjects. Correlations ranged from .10 to .79. Occupational validity is based on a study of MR males and females in occupational groups comparable to the 11 scales. Occupation groups scored higher on their own scales than on the other 10 scales.

COMMENTS

The R-FVII is valuable in helping determine vocational interests of LD and MR individuals. Validity information represents a weakness and further research needs to be completed in this area.

COST

Specimen set (10 test booklets and 1 manual): $19.85.
Counselee Materials:
Manual $8.30.
Occupational Title Lists $11.90.

TITLE	Self Directed Search (SDS)
PUBLISHER	Psychological Assessment Resources, Inc. P.O. Box 998 Odessa, FL 33556
POPULATION	Grades 7 through 12, college, and adults.
PURPOSE AND DESCRIPTION	The SDS is a self-administered, self scored, and self-interpreted vocational counseling instrument that provides an occupational code which can be used to explore appropriate career choices. The SDS has 6 scales: realistic (R), investigative (I), artistic (A), social (S), enterprising (E), and conventional (C). It consists of 2 booklets: the Occupational Finder and the Self-assessment Inventory which has five parts: 1. Occupational Daydreams - the student lists jobs which have been thought about. 2. Activities - describes activities in the six RIASEC categories. 3. Competencies - various skills are self-evaluated by the test taker. 4. Occupations - occupational titles are ranked as liked or disliked. 5. Self Estimates - 12 abilities are ranked on seven-point scales.
ADMINISTRATION AND SCORING	The SDS is self-administered and self-scored and requires about 40 to 50 minutes to complete including scoring time. Instructions are provided in the booklets.
SCALES/SCORES	A summary code is calculated by adding codes for each letter from the five sections. The three letters with the highest scores make up the summary code. Occupations related to the summary code are located in the Occupation Finder. Jobs related to similar summary codes are also investigated.
NORMS	Normative studies were completed in the 1970's on 4675 high school students and 3355 college students. Comparisons to employed adults are based on 1970 census data.

RELIABILITY AND VALIDITY	Internal consistency correlations range from .67 to .94 for samples of 2000-6000 college freshmen. Kappa reliability, based on agreement between machine and student scored results, was .81 and .82 for males and females respectively. There is considerable adequate research on construct validity, but few predictive validity studies.
COMMENTS	The SDS is somewhat time-consuming, but does help clients begin focusing on career choices. Mentally handicapped clients will probably require assistance in completing the test. A fourth grade reading level is required.
COST	Specimen set: $3.75. Manual: $10.00. Counselee materials: Assessment Booklet $ .84. Occupations Finder (reusable) $ .78. You and Your Career $ .24. Spanish and Vietnamese Edition (Assessment Booklet and Occupation Finder) $1.80.

TITLE	United States Employment Service Interest Inventory (USES II)
PUBLISHER	USES, Employment and Training Administration 200 Constitution Ave. N.W. Washington, DC 20210
POPULATION	Grade 9 through adult.
PURPOSE AND DESCRIPTION	The Interest Inventory is used to relate occupational interest to the Guide for Occupational Exploration's Interest Areas. Identification of the two or three highest interest areas for a counselee provides a basis for focusing occupational exploration. Also, the Interest Inventory was designed to be given with the General Aptitude Test Battery to provide information on both aptitude and interest. The 12 interest areas measured are: artistic, scientific, plants and animals, protective, mechanical, industrial, business retail, selling accommodating, humanitarian, leading-influencing, and physical performance.
ADMINISTRATION AND SCORING	An examiner is required to administer this untimed, paper-pencil test. It takes approximately 20 minutes to complete the 162-items. The Interest Inventory is suitable for group or individual use. The inventory may be scored with a hand key or by computer service.
SCALES/SCORES	Score reports list raw scores, standard scores, and percentile ranking for each of the 12 interest areas. If the Interest Inventory is administered in conjunction with the GATB, score reports give the individual aptitude profile, the interest profile, and Occupational Aptitude Patterns that correspond to each of the 12 Interest Areas.
NORMS	Norms are based on 6,530 high school seniors, trade school or college students, out-of-school job applicants, employed workers, or adults in occupational training programs. Minorities and equal numbers of males and females from both urban and rural areas are included.

RELIABILITY AND VALIDITY	Hoyt reliability coefficients range from .84 to .92 for the 12 scales. Scale intercorrelations are typically in the .30s and .40s. Correlations between the 12 interest scales and other measures or occupational criteria are not currently available. Content validity appears well established.
COMMENTS	The USES Interest Inventory is only available to State Employment Security agencies and organizations which have obtained approval from these state agencies. Public schools and community colleges may receive approval for use through their local Employment Commission. The USES II was designed to be sex fair based on the NIE guidelines. Also, some research with adult handicapped persons has shown the 12 interest categories to be usable with this group.
COST	USES II: $11.00 per 100. Manual: $4.50 (reusable).

TITLE	Vocational Interest, Experience, and Skill Assessment (VIESA)
PUBLISHER	American College Testing Program (ACT) Career Services Area P.O. Box 168 Iowa City, IA 52243
POPULATION	Grades 8 through adult.
PURPOSE AND DESCRIPTION	Used in career counseling to summarize high school students' and adults' career interests, experiences and skills. The three sections of VIESA are: Vocational Interests (UNIACT) which results in occupational preference scores; Work Related Experiences which generates 60 scores translated into high activity areas, and Skills Assessment that contains 16 skill areas from which the "best" area is selected. All results are translated to the data, ideas, people, and things dimensions of the World-of-Work map.
ADMINISTRATION AND SCORING	The total administration time for this untimed test is 45 minutes. VIESA may be self scored by the counselee.
SCALES/SCORES	When the scales are completed, relationships are drawn from the profile (on the World-of-Work map) to a large number of specific jobs in the job family charts. Specific steps are given to the counselee to continue career exploration.
NORMS	Normative groups for VIESA scores are based on nationally representative samples consisting of approximately 15,000 8th, 10th, and 12th graders in 115 schools.
RELIABILITY AND VALIDITY	The UNIACT interest inventory has fairly good psychometric characteristics. Stability coefficients for the Data-Ideas and People-Things scales are reported to be .87 and .82 respectively. Internal consistency reliability for the Work Related Experience scales was somewhat lower (.68 to .87). Little validity data are available on the VIESA except for that reported on the UNIACT interest inventory.

COMMENTS	The manual provides extensive information regarding administration and interpretation. Anyone preparing to use VIESA should be familiar with the "User's Handbook". The VIESA is primarily intended for persons in the early stages of educational or vocational planning.
COST	Specimen set (including User's Handbook): $5.00 per level. Counselee materials: $23.75 per level for package of 25 Career Guidebooks and Job Family Charts.

TITLE	Wide Range Interest Opinion Test (WRIOT)
PUBLISHER	Jastak Associates, Inc. 1526 Gilpin Ave. Wilmington, DE 19806
POPULATION	Individuals who are mentally retarded or handicapped. Grade 8 through adult.
PURPOSE AND DESCRIPTION	Designed to determine interests and attitudes of individuals regardless of age, sex, mental ability, cultural background, or educational level. The items represent jobs which range from the unskilled to the professional level. The test consists of 150 sets of three pictures which are bound in a test booklet. The test taker indicates the most and least liked pictures on a separate answer sheet. Scores are obtained in seven opinion clusters: sedentariness, risk, ambulation, chosen skill level, activity by sex, agreement, interest spread; and 15 cluster areas: 1. Art 2. Literature 3. Music 4. Drama 5. Sales 6. Management 7. Office Work 8. Personal Service 9. Protective Service 10. Social Service 11. Social Science 12. Biological Science 13. Physical Science 14. Numbers 15. Mechanics
ADMINISTRATION AND SCORING	This test can be administered individually or in groups in 40 to 60 minutes. Protocols can be handscored in about 20 minutes using stencils or machine scored.
SCALES/SCORES	The results are converted to T-scores and plotted on a profile consisting of interest areas and attitudes about working conditions. Job titles which are associated with high scores on the scale can be listed.

NORMS

Norms were revised in 1979 and are available by sex for the following age groups:

1. 5-7
2. 8-11
3. 12-15
4. 16-18
5. 20-24
6. 25-34
7. 35+

RELIABILITY AND VALIDITY

Split half reliabilities are in the low 90's for most scales. Validity is based on correlations with the Geist Picture Interest Inventory and range from -.01 to .55.

COMMENTS

The WRIOT is useful in determining work interests of mentally retarded individuals and other handicapped populations due to its picture format. However, normative information is lacking as well as reliability and validity data. Interpretation of the results requires experience due to the lack of specific rules to follow.

COST

Specimen set (manual, picture booklet, answer sheet, report form, job title list): $35.65.
Counselee materials:
Picture Booklet (reusable) $10.90.
Answer Sheets (50) $8.75.
Report Forms (50) $8.75.
Filmstrip $80.00.
Job Title List $39.95.

TITLE	Program for Assessing Youth Employment Skills (PAYES)
PUBLISHER	Cambridge Book Co. 888 Seventh Avenue New York, NY 10106
POPULATION	Adolescents and young adults in work training and vocational education programs who display low verbal skills.
PURPOSE AND DESCRIPTION	PAYES was designed to provide counselors with a structured approach to help them diagnose and develop job attitudes, job seeking, job holding, job knowledge and vocational interest skills in their clients. PAYES measures are contained in three separate booklets: <u>Booklet I</u> - <u>Attitudinal Measures</u> a. Job Holding Skills b. Attitude Toward Supervisors c. Self Confidence <u>Booklet II</u> - <u>Cognitive Measures</u> a. Job Knowledge b. Job Seeking Skills c. Practical Reasoning <u>Booklet III</u> - <u>Vocational Interest Measures</u> Assesses interest in seven occupational areas: 1. Clerical 2. Service 3. Business 4. Technical 5. Aesthetic 6. Outdoor 7. Science
ADMINISTRATION AND SCORING	Tests are administered by counselors by reading questions aloud to individuals or small groups of students. The test is untimed, but generally takes about 75 minutes. Responses are marked in the test booklets or on a separate answer sheet, and are hand scored by counselors.

SCALES/SCORES	Scores are obtained for each of the measures in Booklets I and II. The scores from the interest inventory, are plotted on profile charts to determine individual strengths, deficits, and interest areas that will assist in vocational planning and programming.
NORMS	The normative sample includes over 1300 students and trainees in vocational education special needs classes, CETA centers, and correctional institutions located in urban centers in the north, east, and midwest.
RELIABILITY AND VALIDITY	Reliability coefficients representing estimates of internal consistency range from .59 for Job-Holding Skills to .85 for the Practical Reasoning measure. Validity is based on the correlation of each subtest with counselor, instructor and work-site supervisor ratings. While the manual reports statistically significant correlations, they range from .10 to the mid .20's.
COMMENTS	PAYES appears to be a useful tool for vocational guidance. The test can be utilized in a structured interview to help counselors learn about their clients and stimulate discussion about vocational planning. Validation studies need to be updated through research with special education students, limited English proficient, and other groups.
COST	Specimen set: Only sold in sets of 10; Pkg. of 10 score sheets $4.95. User's Guide $2.95. Administrator's Manual $5.20. Technical Manual $6.30. Counselee materials: Pkg. of 10 for each of 3 test booklets $23.30. Whole Set for 10 clients $55.30.

TITLE	Social and Prevocational Information Battery - Revised (SPIB-R)
PUBLISHER	CTB/McGraw-Hill Del Monte Research Park Monterey, CA 93940
POPULATION	This instrument is designed to be used with junior and senior high school students who are mildly retarded.
PURPOSE AND DESCRIPTION	The SPIB-R is a paper and pencil test designed to measure social and prevocational knowledge regarded as important for the community adjustment of junior and senior high school students with mild mental retardation. There are nine subtests representing five long range goals: 1. Employability Job Search Skills Job Related Behavior 2. Economic Self-Sufficiency Banking Budgeting Purchasing Habits 3. Family Living Home Management Health Care 4. Personal Habits Hygiene and Grooming 5. Communication Functional Signs
ADMINISTRATION AND SCORING	There are 277 items (236 true-false and 41 multiple choice) which are verbally administered to individuals or small groups. Students mark an "X" in their test booklet over the words "TRUE" or "FALSE" or in a box under the correct picture. Each subtest is untimed but generally requires 15-25 minutes to complete. It is recommended that testing be divided into three sessions during a one week period. The SPIB-R can be hand or machine scored.
SCALES/SCORES	Correct responses are totaled for each subtest and the entire battery to obtain raw scores. Raw scores are converted to percent correct scores or percentile equivalents using norms tables in the manual.

NORMS	No new normative data was collected on the SPIB-R. The original SPIB norm group consisted of 453 junior high and 453 senior high educable mentally retarded students in Oregon.
RELIABILITY AND VALIDITY	Kuder-Richardson formula 20 and test-retest reliability coefficients for the subtests range from the low .60's to the high .80's. Reliabilities are in the low to middle .90's for the total battery score. Predictive validity ranges from .13 to .35 when counselor ratings are compared with SPIB-R scores. Canonical correlation between counselors ratings and test scores was .58. A concurrent validity study correlated 3 SPIB subtests (Banking, Purchasing and Job Search Skills) with behavior performance tests administered to students. Correlations ranged from the middle to upper .70's.
COMMENTS	While the original SPIB was technically adequate, caution should be used in applying this data to the SPIB-R. New normative, reliability, and validity data should be collected. The restriction of norms to Oregon and Caucasian groups limits the generalizability of this instrument. The SPIB-R is particularly useful to special education teachers in curriculum development.
COST	Specimen set: $10.00. Counselee materials: Manual $8.50. Test Booklets $32.50 per pkg. of 20.

TITLE	Street Survival Skills Questionnaire (SSSQ)
PUBLISHER	Common Market Press P.O. Box 45628 Dallas, TX 75245
POPULATION	Mentally disabled adolescents and adults.
PURPOSE AND DESCRIPTION	The SSSQ was designed to provide an objective and reliable method of assessing adaptive behaviors. Information is obtained by use of a multiple choice pictorial format that requires pointing to the correct choice. It predicts an individual's probable success in adapting to community living conditions and vocational placement. The SSSQ can provide a baseline measure of adaptive behavior, individual training programs may be developed, and progress evaluated. Information is assessed in the following areas by using 9 separate test booklets: 1. Basic concepts 2. Functional signs 3. Tools 4. Domestic Management 5. Health, Safety, First Aid 6. Public Service 7. Time 8. Money 9. Measurement
ADMINISTRATION AND SCORING	The SSSQ is individually administered and requires about 30-45 minutes to complete. The examiner presents questions orally and the subject responds by pointing to one of four pictures.
SCALES/SCORES	Raw scores for each section are obtained by summing the number of correct responses. Raw scores are converted to scaled scores by using the appropriate norms table in the manual. An individual's performance on the subtests can be profiled on the test protocol. Comparisons between SSSQ scores and IQ scores can be made when both are converted to a standard score. A Master Planning Chart is provided to complete an item-by-item analysis of the student's performance which can be used as a guide for structuring curriculum.

NORMS	Norms are available for neuropsychologically disabled adults and average adults. The neuropsychologically disabled group consisted of 200 males and 200 females with an age range from 15 to 55 (x = 25). The subjects were from state institutions for the mentally retarded and five sheltered workshops and community employment programs in Illinois, Indiana, New York, Ohio, and Texas. Data was also collected on an adolescent group of 100 males and 100 females from secondary school prevocational programs in Indiana and Texas. The mean IQ was 97. The average adult group ranged in age from 16 to 40 years old. No other data is available on this group.
RELIABILITY AND VALIDITY	Test-retest reliability ranged from .87 on Tools and Measurement to .95 for Basic Concepts and Functional Signs. Internal consistency reliability using the KR-20 was .97. Concurrent validity between the SSSQ and the San Francisco Vocational Competency Scale was .60. Correlations with the Progress Assessment Chart, another measure of adaptive behavior, were also high.
COMMENTS	The SSSQ is easy and relatively quick to administer. It holds the interest of the counselee. Recent studies suggest the SSSQ is significantly correlated with IQ. However, it does provide practical information for individual programming. Data on the average adult norm group is lacking.
COST	Complete kit: $195.00.

TITLE	Valpar-17 - Pre-Vocational Readiness Battery (P-VRB)
PUBLISHER	VALPAR International Corporation P.O. Box 5767 Tucson, AZ 85703-5767
POPULATION	Special needs populations, including learning disabled and trainable mentally retarded, ranging from junior high students to adult populations.
PURPOSE AND DESCRIPTION	The P-VRB is designed both as an assessment tool related to the functional skills and abilities of individuals in educational and vocational settings. The instrument is designed to assist users in the development of Individual Educational/Vocational Plans. The P-VRB has four subtests: 1. Developmental Assessment 2. Workshop Evaluation 3. Interpersonal/Social Skills 4. Money-Handling Skills The subtests provide time scores, error scores, time/error scores, and point scores.
ADMINISTRATION AND SCORING	The P-VRB can be administered by anyone with a testing background. However, since interpreting behaviors observed during the evaluation are very important, beginning evaluators should work under the supervision of an experienced administrator. It may require 50 or more administrations before an evaluator becomes accomplished enough to differentiate "normal" responses to questions from "abnormal" responses. The P-VRB is hand scored.
SCALES/SCORES	Types of scores presented are percentile ranks, MTM standards, and DOT Worker Qualifications Profile Factor Scores. An Individual Exit Profile Form on which are recorded the percentiles and/or MTM standards for each subtest is given. Also, a narrative report based on Individual Exit Profile results and information presented in the Report Writing section in the manual is available.

NORMS	Scores are based on the following norms: MTM Standards, Research Norms (Sheltered-Independent Living Groups), and Schools for Exceptional Children.
RELIABILITY AND VALIDITY	Test-retest or other types of reliability estimates are unavailable. Also, studies have not been undertaken to determine content, concurrent, predictive, or construct validity.
COMMENTS	The major deficit of the P-VRB is the lack of reliability, validity, and norm information. However, it is recommended for centers with mentally retarded clients.
COST	Complete package: $4,595.00 (Materials for all subtests are reusable). Score sheets and Individual Exit Profile Forms are purchased in pads of 100 at $13.75 each.

TITLE	Vocational Adaptation Rating Scales (VARS)
PUBLISHER	Western Psychological Services 12031 Wilshire Blvd. Los Angeles, CA 90025
POPULATION	Mentally retarded individuals.
PURPOSE AND DESCRIPTION	VARS measures problem behaviors among mentally retarded adolescents and adults in vocational settings. It is used for curriculum development, Individualized Education Program placement, and evaluating readiness for mainstreaming. Six scales are measured: Verbal Manners, Communication Skills, Attendance and Punctuality, Interpersonal Behavior, Respect for Property, Rules and Regulations, and Grooming and Personal Hygiene.
ADMINISTRATION AND SCORING	An examiner is required to administer this 133-item paper-pencil inventory. The inventory is untimed, but usually requires 20 to 30 minutes for completion. VARS is scored using a hand key.
SCALES/SCORES	The examiner uses a scale ranging from "never" to "regularly" to indicate the frequency with which the individual displays the behavior described in the statement. All six scales and the total score are profiled for both frequency and severity (a useful indicator of potential job impairment) in deciles and T-scores.
NORMS	Norms are based on 606 retarded workers from Monroe and Rockland Counties in New York. Only combined sex norms are provided since no sex differences were observed during the norming process. The norm sample had a mean IQ of 53 and a standard deviation of 13 with an age range between 13 and 50 although 71% were between 13 and 20. The norm tables provide both decile and T-score norms for the six scales.
RELIABILITY AND VALIDITY	Reliability studies consist primarily of item correlations with total scale scores which provide some measure of internal consistency. Validation studies are extensive and include scale correlations with the AAMD Adaptive Behavior Scale and the San Francisco Vocational Competency Scale as well as factor analysis of scales and correlations between

scale scores and placement decisions. A measure of test-retest reliability appears to be lacking, but given the solid criterion-related validity, the VARS can be assumed to have stability.

COMMENTS

The manual for the VARS is impressive for the information it provides on both the technical aspects of the instrument and on case studies which should be helpful for clinical interpretation.

COST

Complete kit: (25 booklets, manual) $25.00.

TITLE	APTICOM
PUBLISHER	Vocational Research Institute 2100 Arch Street Philadelphia, PA 19103
POPULATION	English and Spanish speaking disadvantaged job applicants, high school and special education students as well as rehabilitation clients.
PURPOSE AND DESCRIPTION	The Apticom is a computerized assessment system which is based on three of the U.S. Department of Labor Employment Service instruments. The aptitude measure assesses 10 aptitudes using 11 specific tests that closely resemble the General Aptitude Test Battery (GATB). The Occupational Interest Inventory assesses twelve interest areas based on the USES Guide for Occupational Information and the related USES Interest Inventory. The Educational Skills Development Battery was derived from the USES General Educational Development (GED) Language and Mathematics scales. The resulting output of the Apticom can be matched to the Occupational Aptitude Patterns (OAPs) and the Guide for Occupational Exploration (GOE) work groups of the Department of Labor. The system itself is a dedicated computer with several add on devices. Items are presented on plastic overlays on an 18 by 24 inch plastic board with holes. The examinee selects alternative answers by inserting a wand into the holes.
ADMINISTRATION AND SCORING	Each test is administered using oral instructions read directly from the manual. Only tests assessing aptitude and language skills require reading beyond the fourth grade level. The examinee is given a brief practice session after a demonstration. The computer times and scores all tests except the Interest Inventory. The Aptitude battery requires 28 minutes and the Educational Skills section requires 25 minutes of timed tests. The Interest Inventory is untimed, but takes about 20 minutes.
SCALES/SCORES	The Aptitude test yields an aptitude profile of the nine GATB aptitudes plus eye-hand coordination. The Interest Inventory profile

plots the 12 GOE interest areas based on frequency of "Like" responses. The Educational Skills Development Profile contains scores on each of the four GED scales. Aptitudes and Interests are presented in standard scores and percentile form through a computer produced printout. A vocational recommendation section provides suggested occupations based on all of these measures.

NORMS

The Aptitude battery norms are based on adults in the U.S. and Canada. The interest inventory uses norms for two groups: secondary students and employed adults. The educational battery is criterion referenced and does not have norms.

RELIABILITY AND VALIDITY

Test-retest reliability for the aptitudes range from .65 to .89 with most above .80. Alpha coefficients and test-retest reliabilities for the Interest Inventory are in the .80's and compare favorably to the USES Interest Inventory. No reliability data are available for the educational skills test.

Validity is based primarily on correlations between the aptitude and interest measures of the Apticom and their corresponding GATB and USES Interest Inventory equivalents. Correlations were highest for the cognitive aptitudes (.80's) and lowest for the manipulation aptitudes (.60's). The interest correlations ranged from .67 to .90. The educational skills tests are based only on content validity.

COMMENTS

The Apticom has become a popular tool for vocational assessment of handicapped persons. The tests are shorter and quicker than their Department of Labor counterparts but yield remarkably similar results. The major drawback is the $6,000 price of a unit with a printer.

COST

Single Apticom unit (without printer): $5,350.
Single Apticom unit (with printer): $6,000.
Midi System (2 Apticom units, master control, 2 printers): $12,400.
Maxi System (4 Apticom units, master control, 4 printers): $22,300.
Spanish/Bilingual Kit (overlays/manual): $495.

TITLE	Career Evaluation System Series 100 (CES)
PUBLISHER	Career Evaluation Systems, Inc. 7788 Milwaukee Ave. Niles, IL 60648-4794
POPULATION	Age 16 through adult.
PURPOSE AND DESCRIPTION	The Career Evaluation System Series 100 is an integration of a battery of nationally-published tests (both physical and psychometric) which measure 19 human factors and abilities in order to provide an ability profile. The factors and abilities measured are: abstract reasoning; verbal, numerical reasoning; spatial perception; following directions; reading level; arithmetic level; perceptual accuracy; decision speed; leadership structure, consideration; sales/people persuasion; finger-dexterity; wrist-finger speed; arm-hand steadiness and precision aiming; manual dexterity; two-arm coordination; two-hand coordination; and hand strength.
ADMINISTRATION AND SCORING	The test series needs to be administered by a certified tester. Total administration time is 220 minutes. Hand scoring is not available. The tests are scored by machine at the CES headquarters.
SCALES/SCORES	The computer print-out provides norm referenced scale scores for each ability subtest on a six point scale. A criterion referenced scale score for each of the measured abilities is produced. These relate to the counselee's General Educational Development and the components of the Data, People, Things factors developed by the Department of Labor in addition to the listing of specific occupations. The scores are used to determine the counselee's functioning ability on the Data, People, and Things dimensions as defined by the 1977 edition of the Dictionary of Occupational Titles.
NORMS	No information concerning norms is given in the manual.

RELIABILITY AND VALIDITY	Many of the tests utilized by CES are from nationally known test publishers and are widely used to measure single factor traits. Therefore, the CES publishers conclude that each individual test has acceptable and published reliability and validity data.
COMMENTS	Expanded test batteries are available for use with physically-impaired (Series 200), low reader, and mentally retarded (Series 300) populations. Information concerning reliability and validity for the CES developed tests is lacking.
COST	Specimen set: not available. License Fee: (one time fee which includes start-up costs, training cassettes, system manual, test manuals, scoring keys, data entry forms, and newsletter subscription) $2,500.00. Package A: Telecommunication Software For Series 100, 200/230, and 300 $1,9990.00. Series 100 $650.00. Series 200/300 $950.00. Series 300 $650.00. Package B: (instruments used with master control unit for automatic scoring) $2,090.00. Package C: (apparatus tests) $2,050.00. Package D: (paper-pencil tests) $370.00. Optional non-mobile test apparatus (total): $2,835.00. Complete Systems without Package A: Series 100 $6,800.75. Series 200/230 $6,985.25. Series 300 $6,935.90.

TITLE	Comprehensive Occupational Assessment and Training System (COATS)
PUBLISHER	Prep, Inc. 1575 Parkway Avenue Trenton, NJ 08628
POPULATION	Disadvantaged and handicapped high school students and adults in training programs and secondary education systems.
PURPOSE AND DESCRIPTION	COATS identifies interests, skills and experiences, and deficiencies to assist individuals in setting occupational goals. It consists of four components: Job Matching System I or II, 27 Work Samples, Employability Attitudes, and Living Skills.
ADMINISTRATION AND SCORING	All components are presented in an audio-visual format which can be administered independently or as a battery in a 52 hour period. COATS is computer scored through the publisher in approximately one week. Additional interpretation data are available in the manuals. The Work Samples Component has a four-page format for hand scoring, which can be used in addition to the computer scoring.
SCALES/SCORES	One to five ratings of work behavior and codes are reported to match levels provided in the Dictionary of Occupational Titles (DOT).
NORMS	Norms are based on work performance and completion time for disadvantaged and handicapped individuals.
RELIABILITY AND VALIDITY	Reliability coefficients are adequate. Content validity is high, especially in the work samples. Extensive data is given in the manuals.
COMMENTS	Printed materials require an eighth-grade reading level. The separate answer sheets used with the audio-visual format may be a problem for some handicapped individuals.
COST	Information not available.

TITLE	McCarron-Dial System (MDS)
PUBLISHER	Common Market Press P.O. Box 45628 Dallas, TX 75245
POPULATION	Used with mentally and neurospsychologically impaired including mentally retarded, emotionally disturbed, cerebral palsy, stroke and head trauma, visually impaired, hearing impaired and learning disabled. Ages 16 to adult.
PURPOSE AND DESCRIPTION	The McCarron-Dial System uses a neuropsychological approach to clinical, vocational, and educational evaluation, planning and training. The system describes the individual's abilities and limitations in five factor areas: verbal, cognitive, sensory, motor, emotional, and integration-coping. Evaluation in these areas is used to predict vocational competency, suggest strategies to use in rehabilitation, and provide information about response to an education and rehabilitation program.
ADMINISTRATION AND SCORING	The McCarron-Dial System is individually administered and scored by a qualified vocational evaluator, educational diagnostician, or psychologist. Three-day training sessions are provided by MDS in Dallas when the system is purchased. Time to administer the full battery is 1 week, due to the necessity of observations in a work setting. The abbreviated battery, which includes the first 3 factors and the SSSQ, requires approximately one half day of testing. Data from the individual tests can be submitted to MDS, which results in a computer printed profile and narrative report. Software can be purchased for scoring also.
SCALES/SCORES	Scores are obtained on the instruments in each factor area: <u>Verbal/Cognitive</u> WAIS-R - Wechsler Adult Intelligence Scale - Revised PPVT-R - Peabody Picture Vocabulary Test - Revised

Sensory
BVMGT - Bender Visual Motor Gestalt Test
HVDT - Haptic Visual Discrimination Test
Motor
MAND - McCarron Assessment of Neuromuscular Development
Emotional
OEI - Observational Emotional Inventory
Integration-Coping
BRS - Dial Behavior Rating Scale
SSSQ - Street Survival Skills Questionnaire

The score from each instrument is plotted on the Individual Evaluation Profile and converted to a T-Score. In addition the MAND, OEI, and SSSQ protocols have their own detailed profile.

NORMS

The original normative sample for the entire system was 200. Norms for the WAIS, PPVT, MAND, and HVDT involve 2000 or more observations. Deaf, blind and aged norms are available for the HVDT, HMMT (the version of the Haptic for the blind), and MAND.

RELIABILITY AND VALIDITY

Most data are presented in terms of test-retest reliability coefficients with correlations in the high .80's and .90's. Construct and predictive validity data are provided. Predictive validity is based on the ability to predict the level of vocational functioning after 1 year of training. The data are generally adequate.

COMMENTS

This system is valuable as a screening device to help determine appropriate program placement. However, it should be used with other work samples to determine particular vocational skills. The manuals provide excellent examples of reports and case studies.

While this system has many uses and appears technically adequate, little independent research has been conducted on it. Most published studies have been completed by McCarron, Dial, and/or Associates.

COST

Specimen Sets are not available.
The cost of the MDS is $1,525.
(The only expendable items are the various test answer sheets, behavioral observation forms and report forms.)

TITLE	Microcomputer Evaluation and Screening Assessment (MESA)
PUBLISHER	Valpar International 3801 E. 34th Street Tucson, AZ 85713
POPULATION	Special needs students and adults.
PURPOSE AND DESCRIPTION	MESA provides baseline data for the development of an individual's education, training, or employment plan by assessing physical and functional skills. It measures 21 factors of the Worker Qualifications Profile as defined in the U.S. Department of Labor DOT. The MESA consists of the following subtests: Hardware Exercises (ability to use tools, etc.); Computer Exercises, which assesses vision, size-color-shape discrimination, eye-hand coordination, and academic skills; Perceptual Screening; Talking/Persuasive Screening; Physical Capacities and Mobility; Working Condition; Specific Vocational Preparation, and Vocational Interest/Awareness.
ADMINISTRATION AND SCORING	This multiple-item computer-administered test allows the evaluator to test 5-10 students at one time for Parts I-III. However, Part IV is administered individually. The test requires 4 1/2 hours for completion. Parts I-III are hand scored, then entered into the computer and combined with Part IV which is computer scored. Computer requirements include Apple II or IBM-PC with 128k RAM and printer. MESA provides add-on devices such as a control box, eye/hand/foot peddles, and control and clock cards.
SCALES/SCORES	Scores are related to the Dictionary of Occupational Titles (DOT) worker trait definitions and yield a Worker Qualifications Profile.
NORMS	Norms are based on 491 male and female students and employed workers in Arizona. Students ranged in age from 10 to 33. Workers ranged in age from 20 to 55. The manual does not contain information concerning sample selection, methods used, or sample characteristics.

RELIABILITY AND VALIDITY	The manual presents a single test-retest reliability study over one month with coefficients ranging from .79 to .96; however, adequate explanation is lacking. Also, the MESA lacks clear information on validity although the manual presents 17 tables of correlations between MESA subtests and the 17 factor scores in the Worker Qualifications Profile.
COMMENTS	MESA is more of a screening than a diagnostic tool. Because of the lack of validity information it is difficult to know how useful the Worker Qualifications Profile is for counseling and placement decisions.
COST	MESA can be purchased with or without computer to test 1, 2, or 4 persons. Costs for 1 station with and without computer are as follows: 1 station and Apple computer $7,325.00. 1 station and IBM computer $8,925.00. 1 station without computer $3,975.00.

TITLE	Micro-TOWER
PUBLISHER	ICD Rehabilitation and Research Center 340 East 24th Street New York, NY 10010
POPULATION	Special needs and general rehabilitation populations.
PURPOSE AND DESCRIPTION	Micro-TOWER is a work sample which assesses aptitude. This battery of 13 work samples measures 5 aptitude areas: motor, verbal, numerical, spatial, and clerical perception. The work samples were designed to measure aptitudes used in the Dictionary of Occupational Titles (DOT).
ADMINISTRATION AND SCORING	Most of the work samples are a combination of paper-and-pencil and apparatus tasks. Each sample is divided into a learning and practice, and evaluation periods. Micro-TOWER can be administered individually or in a group. The system takes 3-5 days to complete. It is suggested that counselees complete all 13 samples for an accurate profile; however, this is not required. Scoring is completed by hand.
SCALES/SCORES	The system is scored on a 5 point rating scale. Emphasis is placed on quality plus behavior observations.
NORMS	Micro-TOWER was standardized on a population of over 1,200. Subgroup norms are available by sex, ethnic group, left and right handedness, disadvantaged, and disability.
RELIABILITY AND VALIDITY	Test/retest, alternate form, and internal consistency estimates were methods used to calculate reliability. Coefficients range from .74 to .97. Construct and concurrent validity is reported.
COMMENTS	One excellent feature of the Micro-TOWER is the separation of learning and performance. It is appropriate for use with a number of special populations. Special attention was given to the issue of sex bias.

COST

Depends upon the number of clients being tested in the group - each client requires a complete set of equipment.

Cost based on number of persons tested:

4 - $8,737.00.
7 - $9,925.00.
10 - $11,113.00.
20 - $15,073.00.
30 - $19,033.00.

TITLE	Occupational Aptitude Survey and Interest Schedule (OASIS)
PUBLISHER	PRO-ED 5341 Industrial Oaks Blvd. Austin, TX 78735
POPULATION	Grades 8 through 12.
PURPOSE AND DESCRIPTION	The OASIS is composed of both an Aptitude Survey (AS) and an Interest Schedule (IS). The AS is composed of five subtests measuring Verbal, Numerical, Spatial, Perceptual, and General Ability. The IS uses a "Like", "Neutral", "Dislike" response set for 240 items to measure 12 interest scales. The general purpose of the OASIS is to provide a short and easy to use measure of both aptitude and interest for use with junior and senior high school students in career exploration.
ADMINISTRATION AND SCORING	The AS requires approximately 35 minutes to administer with two speeded and three power tests. The IS is not timed and should take approximately 30 minutes to complete. Administration of the OASIS requires an examiner and is most appropriate for group use although it can be given on an individual basis. Both parts can be easily scored. No provisions are made for scanning or computer scoring in keeping with the intention to make the use of the OASIS uncomplicated.
SCALES/SCORES	The AS is scored by counting the number correct and converting it to five point score percentiles and stanines using a student profile sheet on the back of the answer booklet. The IS scores are converted to percentiles for males, females, and combined by following relatively simple procedures considering that 240 items are involved. Scores for both AS and IS are keyed directly to the Dictionary of Occupational Titles (DOT) and the Guide to Occupational Exploration.
NORMS	Norms are based on 1,398 students from grades 8 through 12 in 11 states. Supporting data suggests that the norming sample was reasonably representative. Suggestions are made for the development of local norms for the AS. Separate sex or combined norms may be used with the IS.

RELIABILITY AND VALIDITY	Reliability estimates for the AS range from .70 to .94 and varies by subtest and grade level. Profile reliability is not provided. Validity for the AS is based on similarity to some of the GATB aptitudes, but little data is available to support the claim. Test-retest reliabilities over five weeks are reported for the IS to range between .66 and .91. Internal consistency measures range from .78 to .94. Content validity for the IS is based on its relationship with the USES interest categories. Factor analysis confirms the 12 scale structure.
COMMENTS	Given that the OASIS is relatively new it is lacking in good technical data. However, its relative ease of use and local scoring should make it worth exploring where a combined aptitude and interest measure is desired. Care has been taken to make the IS sex fair.
COST	Specimen set: $19.00. Complete kit: $49.00.

TITLE	The Purdue Pegboard
PUBLISHER	Science Research Associates, Inc. (SRA) 155 North Wacker Drive Chicago, IL 60606
POPULATION	Revised version ages 5 - 15 years 11 months; original, adult; including deaf and mentally retarded.
PURPOSE AND DESCRIPTION	The test measures gross and fine motor movements of hands, fingers, arms, and finger tips. The test is used to measure dexterity needed for assembly work, electronic production, and similarly related jobs. The materials consist of a test board with two vertical rows of holes and four storage wells holding 50 pegs, 40 washers, and 20 collars. There are four subtests: (1) right hand only, (2) left hand only, (3) both hands simultaneously, and (4) assembly.
ADMINISTRATION AND SCORING	An examiner is required to administer the test individually or in groups of up to ten. The test takes about 10 minutes. Oral instructions are given to the subject along with a trial session before administering the test. Separate scores are provided for right hand, left hand, and both hands dexterity. Right hand dexterity is tested by requiring the subject to place as many pegs as possible in the holes for 30 seconds beginning with the top right hand row. The left hand test uses the left row beginning at the top for the same period of time. Both hands dexterity is tested by requiring the subject to make an assembly using the pegs, washers, and collars. Assemblies are made in both rows top to bottom by putting together on the board the pins, collars, and washers in a certain order for one minute.
SCALES/SCORES	The scores are reported in percentile form for the four subtests: (1) right hand, (2) left hand, (3) both hands, (4) right plus left plus both hands, and (5) assembly. Scoring is acquired by counting the numbers of pins placed or assemblies completed within the time allotted. The score is totaled for each subtest after each section is completed.

NORMS	Eight groups of male and female industrial workers along with two general groups of job applicants and college students represent the norm group. The manual describes several characteristics of these groups. Not included in the description are job experience, test date, and minority representation.
RELIABILITY AND VALIDITY	According to the 1968 manual, test-retest reliability correlations yield results between .60 and .76 for single trial scores. These correlations are low for a standardized test, and caution should be used in interpreting the results. Limited validity information is available and the manual recommends validity be established locally.
COMMENTS	In order to complete the tasks, the subject needs to be able to hear and follow oral directions and be able to have use of his/her fingers, hands, wrists, and arms. In the test's present form, it is not recommended for use with the blind. The test can be used with the deaf and the mentally retarded. Since the test has low reliability and limited validity information is available, it is suggested that the information received from the test not be used alone for selecting people for assembly jobs. The Purdue Pegboard score should be combined with other test scores and work samples.
COST	Information not available.

TITLE	Singer Vocational Evaluation System (SINGER)
PUBLISHER	Singer Education Division Career Systems 80 Commerce Drive Rochester, NY 14623
POPULATION	Ages 17-30 and special needs populations.
PURPOSE AND DESCRIPTION	The SINGER is used for vocational assessment and occupational exploration. It contains 28 work samples presented in an audio-visual format which evaluate vocational abilities, interests, and work tolerances as they relate to specific job areas.
ADMINISTRATION AND SCORING	Each work sample is self-contained in a carrel with audio-visual instructions in which the individual is able to control the pace of the simulations. The average time for completing a work sample is 2 1/2 hours. Clients may repeat work samples. The number and sequence of samples completed is at the discretion of the evaluator. After completing the work samples, the final step consists of a self-evaluation and an objective rating from the evaluator.
SCALES/SCORES	The Task Observation Record, Work Activity Rating Form, MTM Rating Form, Industrial Rating Form and a summary sheet for time and quality scores are to be completed for scoring. However, the manual does not contain recommendations for consolidating the scored forms into a final report.
NORMS	The norm population consisted of an average of 192 persons per sample. The samples are described by age, sex, race, highest grade completed, IQ score, reading and math achievement scores, and major disabilities. Employed worker norms are available on some work samples.
RELIABILITY AND VALIDITY	The test-retest reliability is reported to range from .61 to .71. Predictive validity studies report widely differing results.

COMMENTS	Singer was developed primarily for special needs populations. Major concerns of most users is the cost and expendability of supplies and the need for additional validation studies.
COST	Per work station cost ranges from $1,659.00 to $3,439.00. Each work station includes enough supplies to evaluate approximately 30 people.

TITLE	Skills Assessment Module (SAM)
PUBLISHER	Piney Mountain Press, Inc. P.O. Box 333 Cleveland, GA 30528
POPULATION	Mildly handicapped and disadvantaged youth.
PURPOSE AND DESCRIPTION	The SAM is an assessment device for placement in various training programs. The sub-components are: 1. Revised Beta 2. PTI Oral Directions Test 3. Learning Styles Inventory 4. Mail Sorting 5. Alphabetizing 6. Etch-A-Sketch 7. Payroll 8. Patient Memo 9. Small Parts A, B1, B2 10. Ruler Reading 11. Pipe Assembly 12. O-Rings 13. Block Design 14. Color Sort 15. Circuit Boards
ADMINISTRATION AND SCORING	The SAM can be administered individually or in groups with a maximum of 5 evaluees. The test requires 2-3 hours for administration. Scoring may be completed by hand or machine.
SCALES/SCORES	Percentiles based on time and errors are converted to a 5 point rating scale.
NORMS	The SAM has predetermined time study and psychometric norms. The three samples for the psychometric norms were "average students", "handicapped students", and "disadvantaged students" at "eight data collection sites in urban, suburban, and rural secondary and post secondary schools." Age, sex, education level, and area of residence are given for each sample. Although all norms are from Georgia, the specific sample sites, procedures and methods were not given.

RELIABILITY AND VALIDITY	Test-retest reliability over a 3-5 day period ranges from .80 to .95. Validity is discussed in the manual, but not supported with data.
COMMENTS	One advantage of the SAM is the short administration time. Also, it has the advantage of allowing the evaluator to readminister work samples as a student training experience. However, the problems of the SAM center on the technical aspects of the system especially validity.
COST	The Skills Assessment Module: (includes Manual, Revised Beta, Learning Styles Inventory, 12 work samples, scoring and disk for Apple or IBM computers and on-site training) $1,695.00. Local Norm Development System: (includes 1 disk and documentation) $195.00.

TITLE	System for Assessment and Group Evaluation / Compute-A-Match (SAGE)
PUBLISHER	Train-Ease Corporation 47 Marble Avenue Pleasantville, NY 10570
POPULATION	EMR, TMR, LD, Disadvantaged, Displaced workers, persons with various disabilities with some test modifications; suggested for use with persons 15 years and older.
PURPOSE AND DESCRIPTION	SAGE was developed in order to match the aptitudes, educational level, attitudes, and temperaments of people to jobs and training. It is composed of five separate components which, when combined, form a total vocational assessment package. The components consist of a vocational aptitude battery (consisting of 11 subtests), a vocational interest inventory, a measurement of General Educational Development, an assessment of attitudes toward others in the working environment, and an assessment of temperament. When taken together, the testing units address all of the characteristics described by the Dictionary of Occupational Titles (DOT).
ADMINISTRATION AND SCORING	As many as six to eight evaluees can be tested as a group in approximately 2 1/2 - 3 hours by an evaluator. The evaluator should be trained prior to using the system. Although machine scoring is not available, the test may be scored by the evaluator in 30 minutes.
SCALES/SCORES	Raw scores are converted to the GED aptitude levels of 1 to 5 used by the Department of Labor. A hand-written report can easily be developed from conversion tables. Interpretation to students is done using a bar graph which depicts their performance on a five point scale of which point three is average. A computer job matching system is available at an additional cost for the creation of a detailed report on feasible jobs and training opportunities. However, SAGE itself is not dependent upon the Compute-A-Match computer program.

NORMS	The four norm groups for SAGE are: (1) low functioning individuals with a sample size of 240, (2) successfully employed workers with a sample size of 400, (3) vocational-technical students with a sample size of 650, and (4) the general working population with a sample size of 1800. The manual does not contain information as to the source and characteristics of the samples.
RELIABILITY AND VALIDITY	Test-retest coefficients reported for the manipulative tests, color discrimination, and motor coordination range from .63 to .90. KR-20 reliability coefficients are reasonably high. The majority of validity data which include correlations with ratings and other tests are at acceptable levels.
COMMENTS	Most users of SAGE agree that the ease and speed of testing are the major selling points of this instrument. However, it is best used as a broad screening and general tendency indicator. It should not be relied upon for discrete occupational/vocational placement.
COST	Total component cost: $7,370.00. (Additional costs for on-site training, timers, carrying cases, and Job Opportunity Based Search.)

TITLE	TALENT ASSESSMENT PROGRAM (TAP)
PUBLISHER	Talent Assessment, Inc. P.O. Box 5087 Jacksonville, FL 32207
POPULATION	Intended for trainable mentally retarded and above, also useful with the disadvantaged. Ages 13 and over or Grade 8 and over.
PURPOSE AND DESCRIPTION	The purpose of the TAP is to assess vocational aptitudes. By identifying the specific aptitudes that are strengths within an individual, TAP can relate those strengths to training areas and job areas that utilize those strengths. The TAP is a battery of 10 instruments which measure dexterity, visual and tactile discrimination, and memory as they relate to the functional level of career-related attributes. These attributes in turn relate to worker trait factors which the Dictionary of Occupational Titles uses in describing jobs. The 10 separate tests are: 1. Structural and Mechanical Visualization 2. Discrimination by Size and Shape of Objects 3. Discrimination by Color 4. Discrimination by Touch 5. Dexterity Without Tools 6. Dexterity Without Tools - Large 7. Dexterity With Small Tools 8. Dexterity With Smaller Tools 9. Visualizing Flow Paths 10. Retention of Structural and Mechanical Detail
ADMINISTRATION AND SCORING	The TAP is a completely non-reading assessment instrument. It can be administered in approximately two hours in individual or small group settings. In-service training for evaluators is provided. This training is done on-site and takes one and one-half days. Publishers of the TAP note that para-professionals can administer the instrument, but trained personnel would be necessary for the interpretation of the data. The TAP can be hand scored by a counselor.

SCALES/SCORES	The emphasis in scoring the subtests is on time scores. Timing begins when the client understands the tasks and stops when the task is completed. Timing is calculated to the nearest tenth of a minute on a clock that is included with the instrument. A TALENT QUOTIENT (T.Q.) is obtained as the result of a composite score. The T.Q., as defined by the publishers, relates to functional academic potential.
NORMS	Norms are available for the following populations: twelfth grade male and female students; junior high male and female students, a mentally retarded mixed sex group; male alcoholics, and employed young adults.
RELIABILITY AND VALIDITY	The developers claim a coefficient of stability in limited retesting situations of .86 after a six-month interval. Because of the nature of each subtest, it is not possible to calculate an internal consistency or split-half reliability. Also, there is not a parallel test available for a correlation across forms. Validity data is not available.
COMMENTS	The non-reading aspect of the instrument is cited most often by users as its primary asset.
COST	Complete Kit (includes all testing components, computer scoring, 3 carrying cases, 1 1/2 day training): $5,360.

TITLE	Valpar Component Work Sample System (VALPAR)
PUBLISHER	Valpar Corporation 3801 E. 39th Street Tuscon, AZ 85713
POPULATION	Disabled and non-disabled, but especially useful for the physically handicapped. All age groups.
PURPOSE AND DESCRIPTION	The Valpar work sample system is designed to assess vocational and functional skills in conjunction with other instruments. The system produces both scores and clinical observations required for job placement and the design of educational and rehabilitation plans. The Valpar consists of the following 16 separate work samples designed to measure certain universal worker characteristics: 1. Small Tool 2. Size Discrimination 3. Numerical Sorting 4. Upper Extremity Range of Motion 5. Clerical Comprehension and Aptitude 6. Independent Problem Solving 7. Multi-Level Sorting 8. Simulated Assembly 9. Whole Body Range of Motion 10. Tri-Level Measurement 11. Eye-Hand-Foot Coordination 12. Soldering and Inspection 13. Money Handling 14. Integrated Peer Performance 15. Electrical Circuitry and Print Reading 16. Drafting
ADMINISTRATION AND SCORING	Each work sample must be administered separately by a trained counselor or evaluator and takes one to two hours to complete. Verbal instruction and demonstration are given to the client and no reading is necessary except when required by the nature of the task. Time, error and, total scores are produced for each work sample.
SCALES/SCORES	Raw scores are converted to percentiles using norm tables for time, error, and total score. Observations of work behavior are also recorded on a five point Likert scale. No overall profile is provided.

NORMS	While not all work samples are normed on all populations, groups include: institutional retarded/sheltered and community living, community college disadvantaged, military, employed worker, industrial worker, skill center employed, deaf, and other.
RELIABILITY AND VALIDITY	Very little data is available on the reliability and validity of the various work samples. Local studies of reliability and validity are encouraged by the publisher. Some content validity information is provided using the Dictionary of Occupational Titles (DOT) worker trait groups.
COMMENTS	The Valpar units are relatively expensive and many are quite large and require significant space to set up and use. Therefore, many users may want to acquire only those units which are related to the type of assessment information needed. The tasks required by each work sample are relatively abstract and do not directly relate to most jobs.
COST	Components: Priced individually - expensive. Counselee materials: VOICE and Job Readiness Training require take-home workbooks. All others consume 1 to 5 answer sheets per administration - virtually no consumables other than simple one-page answer sheets.

TITLE	Vocational Information and Evaluation Work Sample (VIEWS)
PUBLISHER	Vocational Research Institute (VRI) 2100 Arch Street Philadelphia, PA 19103
POPULATION	Moderate and severely mentally retarded adults.
PURPOSE AND DESCRIPTION	The VIEWS is based on four worker skill groups from the Dictionary of Occupational Titles which are considered most appropriate for the training and employment of mentally retarded persons. There are a total of 16 work samples organized within the four groups as follows: Materials Sorting - Tile sorting, nuts, bolts and washer sorting, valve disassembly, stamping, mail sort, mail count, collating and stapling, nut weighting, nut, bolt and worker assembly, screen assembly. Machine Feeding - machine feeding. Routine Tending - Paper cutting, drill press. Fabricating - Budgette assembly, valve assembly, circuit board assembly.
ADMINISTRATION AND SCORING	The work samples are administered from the least to the most complex in three phases: Demonstration, Training, and Production. No reading is required of the client and all instructions are provided orally by the test administrator. Client assistance is provided during the training phase with scoring taking place during the production phase. Training begins when the client enters the production phase.
SCALES/SCORES	For each work sample, the time score is obtained from a three point scale based on predetermined standards. The quality score is based on number of errors also converted to a three point scale. Time and quality are given equal weight in the total score. Behavior observations are also recorded for each work sample on a client record form.

NORMS	The VIEWS was normed in 1979 on 952 mentally retarded persons with a mean IQ of 53 and an age range of 15 to 61. All norms are reported only for the 1, 2, 3 categories used to describe time and quality (i.e., 1 = top 40%, 2 = middle 20%, and 3 = bottom 40%).
RELIABILITY AND VALIDITY	No reliability or validity data are provided as part of the publisher materials.
COMMENTS	The VIEWS is a relatively expensive system costing approximately $10,000 for the work sample, manuals, forms, and tuition for training at the VRI in Philadelphia. The relatively scant norms and total absence of reliability and validity information must be considered as shortcomings of the VIEWS.
COST	Complete package: $7,675 including hardware and tools for 16 work samples, training for one evaluator, and a 2-day consultation visit. Counselee materials: Consumables are estimated at $3.50 per client. Ninety-five percent of all hardware, tools, and machines are non-consumable.

TITLE	Wide Range Employability Sample Test (WREST)
PUBLISHER	Jastak Associates, Inc. 1526 Gilpin Avenue Wilmington, DE 19806
POPULATION	General population, as well as sheltered workshop and industrial settings. Ages 16 through adults.
PURPOSE AND DESCRIPTION	The main purposes of the WREST include: measuring technical skills, providing a standardized method of job skill learning, and assisting in job selection or employability level. Work productivity is measured on the basis of quantity and quality. It is primarily used when placement in competitive employment is doubtful. There are ten work samples: 1. folding 2. stapling 3. packaging 4. measuring 5. stringing 6. gluing 7. collating 8. color matching 9. pattern matching 10. assembling
ADMINISTRATION AND SCORING	The WREST can be administered individually or in small groups of three to six persons. Instructions are given verbally and demonstrated. A photograph is provided to ensure the materials are laid out correctly. Task completion time, as well as number of errors, is recorded.
SCALES/SCORES	Raw scores for time are converted to scale scores. Raw scores are totaled across tasks and converted to standard scores. Ten general work behaviors are rated. All scores are plotted on the summary profile.
NORMS	Time and quality norms are available for the general population, sheltered workshop employees, and an industrial sample. The sheltered workshop and industrial samples include both sexes and an age range from 16 to 55. General population norms are given for six age groups in each sex.

RELIABILITY AND VALIDITY	Test-retest reliability correlations over a three month period were in the .90's. Internal consistency coefficients were .82 for males and .83 for females. Validity is based on correlations between supervisor's ratings and time and error standard scores. The WREST correlated .86 (time) and .92 (quality) with the ratings.
COMMENTS	The WREST appears useful in deciding work placement within a sheltered workshop. Ability to learn work tasks can be assessed since instructions and performance on tasks can be repeated. More validity data is needed with handicapped populations. Behavioral observations need to be operationalized and rated more objectively.
COST	Specimen set: $26.45 (manual & summary profile). Counselee materials: Employability Sample set without cabinet (reusable) $995.00. Employability Sample set with cabinet (reusable) $1,295.00. Resupply Kit: (Consumable) Kit (pkg. of 50) $110.00. Summary Profile Forms (pkg. of 50) $8.75.

TITLE	World of Work Inventory (WOWI)
PUBLISHER	World of Work, Inc. 2923 North 67th Place Scottsdale, AZ 85251
POPULATION	Grade 8 through adult.
PURPOSE AND DESCRIPTION	Used for employee selection, career counseling, vocational rehabilitation, and adult/career education classes. WOWI measures temperaments and aptitudes related to career and vocational interests. The 98 multiple-choice items assess the following 6 achievement-aptitude areas: abstractions, spatial-form, verbal, mechanical, electrical, and clerical. Interests are assessed with a 238 item inventory to which the counselee responds "Like", "Neutral", or "Dislike". Scores are reported for 17 career families. Job satisfaction indicators are measured with 180 similar items yielding 12 temperament factors related to those used with the DOT.
ADMINISTRATION AND SCORING	The WOWI may be self-administered or given in a group. It requires 2 hours, 15 minutes for the paper pencil administration and 1 1/2 hours for the computer administration. The test is untimed. A cassette tape is available with instructions for examiners. The answer sheet must be machine scored by the publisher to obtain the Inventory Profile.
SCALES/SCORES	The profile lists client preferences, temperaments, and aptitudes. It also offers a brief summary of the highest scored areas. A guide to the various scales is provided on the reverse side. Clients are given an occupational exploration worksheet to record pertinent data for each area they wish to explore further.
NORMS	Normative groups were developed by sex, age (youth through adult), and educational levels (grades 8-12 plus community, technical, and 4 year college). However, specific information concerning the norm samples is not found in the manual.
RELIABILITY AND VALIDITY	Split-half reliability was determined for each scale. Coefficients for the career interest activity scale and vocational training potentials ranged from .81 to .94 and .89 to .94, respectively. WOWI is lacking in validity data.

COMMENTS	The major disadvantage of WOWI is its length. The aptitude measure appears to be geared toward counselees with less than a high school education. Therefore, it would be most useful for that population. WOWI is also available for an IBM PC-compatible with 128K of RAM.
COST	Basic service per counselee: Non-profit organizations $2.50 per person. Profit making organizations $6.50 per person Statistical summary $10.00. Narrative summary $10.00. Microcomputer version: $3.40 per person plus cost of reusable booklet.

APPENDIX D

The initial draft of interpretation and use of assessment data was developed by the University of North Texas project staff. This draft was submitted to the Texas A & M University handbook staff for revision and full development. The following interpretation and use of assessment data information is in the form of the final, complete section as it appears in the Vocational Assessment Handbook.

Section VII

INTERPRETING AND USING VOCATIONAL ASSESSMENT DATA

Introduction

Two pragmatic purposes of assessment are:

(1) to identify and classify those learners with handicaps and/or disadvantages, and

(2) to gather specific information helpful in planning instruction for a particular learner.

It is this second purpose that must be carefully considered so that the diagnostic potential of vocational assessment information will become meaningful to the teacher and other users.

Hunt (1975) reinforced the importance of assessment to guide teaching when he critically reported that assessment should tell a teacher what kinds of assignments and curricular materials a student can utilize to foster their psychological development and help them obtain the knowledge and skills needed to adapt to their culture. He felt that the form of psychological assessment most prevalent in education failed to do this. Vocational assessment must work together with all other assessments for a practical end--that of providing meaningful education and training in preparation for the successful transition from school to work.

The results of assessment should always give an indication of a student's strengths and limitations. Federal legislation actually calls for the assessment to determine "present levels of performance". What is most important is that teachers are able to use assessment information for planning 1) remediation, and/or 2) accommodation approaches to their instruction.

Remediation is the technique one uses to build skills or knowledge in deficit areas thereby correcting a response or behavior to bring about success for a given student. Accommodation is the process by which the teacher or student modifies the task or environment, or uses special equipment to make a task more manageable. For example, a student's inability to add a series of two-digit numbers can be addressed through remediation by drill and practice sessions in addition. This same math deficit can be addressed through accommodation by teaching the student to use a calculator.

Accommodation and remediation are not mutually exclusive. It is sometimes the best tactic to give a student accommodation techniques or devices while continuing instruction for remediation of the deficit.

Brown (1982), at the University of Minnesota, developed a similar instructional model. His "3-C Model" consists of 1) correction, 2) compensation, and 3) circumvention. The first two components are synonymous with remediation and accommodation with the third being a strategy for avoiding a task altogether if the first two strategies are not successful.

In summary, the key to the most advantageous use of assessment information is to review the data, summarize it in a meaningful way, and apply the information gained to the classroom setting to achieve successful instruction.

Levels I and II Vocational Assessment

In order to facilitate this process the Student Vocational Assessment Module (SVAM) has been developed for use with Levels I

and II vocational assessment information. A description of each of the forms in the SVAM and their intended use follows. The reader may want to review the SVAM, which is included at the end of this section, before proceeding.

Level I Summary of Records (Form 1)

Because such a large volume of Level I assessment data is usually available, a one-page summary is provided to categorize the significant information for each student. Based upon this summary, it is possible to determine how each student's strengths or limitations relate to instruction. By analyzing the records in this manner, classroom techniques do not seem so far removed from assessment findings.

Level I Summary of Interviews (Form 5)

Interviews with the student, parents, and teachers are an integral part of Level I assessment. While the forms necessary to collect this information are often lengthy, the summary needs to be relatively brief and capture the most important information. For the interviews themselves Student Interview (Form 2), Parent Interview (Form 3), and Teacher Interview (Form 4) schedules are provided. Transcribing the information obtained from these interview schedules to the Level I Summary of Interviews (Form 5) should provide a concise compilation of the most relevant information.

Level II Aptitude and Interest Summary (Form 6)

The purpose of this form is to summarize the student's performance on one or more aptitude tests and interest inventories. The information recorded here is then reviewed to determine the

student's strengths or limitations based on aptitude information and realism of stated or inventoried interest.

Summary of Strengths and Limitations (Form 7)

This form is to be used for a synthesis of all previously identified strengths and/or limitations. After all such characteristics are listed, it is imperative to prioritize those which are most appropriate for remediation and/or accommodation. Certainly all limitations would be candidates for instruction, but those which impact upon a student entering vocational training, and eventual job placement, must be addressed at the earliest possible time.

Implications for Programming (Form 8)

The final form in the SVAM is to be used with those high priority limitation areas previously identified. The intention here is to provide an opportunity to make specific remediation and/or accommodation strategy recommendations as well as program placement decisions, thus tying assessment directly to instruction.

Level III Vocational Assessment

The majority of handicapped and disadvantaged students can be adequately assessed through Level I and II approaches. However, if interpretation of this information does not provide a sufficient basis for a placement decision, a Level III assessment may be necessary. The two primary categories of Level III assessment are exploratory experiences and work or performance samples. Students most likely to need assessment via work samples are those who are severely or multiply handicapped. These should be

administered by individuals with sufficient training and experience to make the information obtained reliable and valid. However, both handicapped and disadvantaged students could be assessed through the use of exploratory experiences. While this approach still takes practice, it can be done by teachers, counselors, and other local staff.

When Level III assessment is undertaken it is most likely to provide the needed information if a list of specific referral questions are developed. Forms 7 and 8 could be utilized for Level III assessment as well as a narrative report similar to the examples provided in Section VI. Lastly, it may be useful to develop a rating scale or checklist such as those described in Section V to use with locally developed performance samples or exploratory experiences.

In Summary

Although no educator needs more paperwork, the tools described here should make the job of relating the usually unwieldly, and often meaningless, data in a student's assessment folder to the all important decision of program placement and instruction both easier and more meaningful. Assessment and instruction are valuable components of an "appropriate education". It is the intent of this section to enhance the relationship between the two thereby improving students' vocational preparation.

References

Brown, J. M., & Kayser, T. R. (1982). The transition of special needs learners into post-secondary vocational education. (68-72). Minneapolis, MN: Minnesota Research and Development Center for Vocational Education, University of Minnesota and the Vocational Technical Division of Minnesota State Department of Education.

Hunt, E. (1975). Cognitive theory applied to individual differences. In W. K. Estes (Ed.), Handbook of learning and cognitive processes (Vol. 1). New York: Erlbaum.

Student Vocational Assessment Module

Forms Included:		Page
1.	Level 1 Summary of Records	1
2.	Student Interview	2
3.	Parent Interview	4
4.	Teacher Interview	5
5.	Level 1 Summary of Interviews	8
6.	Level 2 Aptitude and Interest Summary	9
7.	Summary of Strengths and Limitations	10
8.	Implications for Programming	11

Name of Student _____

_____

Prepared By _____ Date _____

Additional Information By:

_____ Date _____
_____ Date _____
_____ Date _____
_____ Date _____
_____ Date _____
_____ Date _____

Name of Student _____

LEVEL 1 SUMMARY OF RECORDS

STRENGTH	LIMITATION

MATH

grade level_____ functioning level: below same above

\+ one digit two digit
\- without regrouping with regrouping
x knows facts 1-9 YES NO
÷ one divisor multiple divisors

measurement
liquid YES NO
linear YES NO
temperature YES NO

fractions YES NO decimals YES NO percentages YES NO

money: counting YES NO
transactions YES NO

READING

word attack grade level_____
comprehension grade level_____
functioning level: below same above

WRITTEN LANGUAGE

grade level____
functioning level: below same above

INTELLIGENCE

VERBAL: above avg. PERFORMANCE: above avg. FULL SCALE: above avg.
avg. avg. avg.
below avg. below avg. below avg.

ATTENDENCE Absent per semester 0 - 9 10 - more

MEDICAL DATA

Vision within normal limits YES NO
Hearing within normal limits YES NO
Physical handicaps/limitations YES NO
if yes, describe_____

LEARNING STYLE

Adequately receives information: Auditorily YES NO
Visually YES NO
Hands On YES NO
Multi-Sensory YES NO

BEST modality:_____

STUDENT INTERVIEW

Name of Student _____ School _____

Date of Birth _____ Age _____ Date of Interview _____

1. What kinds of things do you like to in your spare time?

2. Do you have any hobbies?

3. Do you watch much television? What is your favorite show?

4. Do you have any chores at home? List Them.

5. How do you feel about doing these chores?

6. Do you usually do the chores without your parents reminding you to do them?

7. Are there jobs or types of work that you would like to do when you complete school?

8. Are there any jobs that you know you would not like?

9. What are your favorite classes in school, either now or in the past?

10. What are your least favorite classes?

11. Are there any courses you have not had, but would like to take?

Source: LaPorte ISD

12. Do you take part in any school activities? (For example: clubs, sports, office worker) Which ones?

13. In class/on the job, do you prefer working by yourself, with one other person, in a small group, or in a large group?

14. Would you rather have a job where you sat in one place most of the time or a job where you move around most of the time?

15. Would you rather work inside or outside?

16. Would you be willing to work when it is: (Write yes or no)

a. ___ cold
b. ___ hot
c. ___ wet
d. ___ dangerous
e. ___ dirty
f. ___ open space
g. ___ closed area

17. Do you have a job outside your home now? What is it?

18. Of any outside jobs or work you have done, what are your favorites?

19. What job/career would choose
now _____

in the future _____

_____
Signiture of Interviewer

Source: LaPorte ISD

PARENT INTERVIEW

Name of Student _____ School _____

1. Has your child ever done work for which he/she has been paid? Please describe.

2. (Is) Was he/she successful in work situations?

3. What kind of occupation/job do you expect your child to have when he/she finishes school?

4. What skills does your child need to be successful in this job?

5. What type of career (job/occupation) does your child seem interested in at this time?

6. Are there particular vocational education courses you want your child to take to prepare for later employment?

7. What are your child's strengths?

8. What do you think the school can do to build on these strengths?

9. What are you child's limitations?

10. With which of these limitations do you think the school can help your child?

11. Does your child exhibit responsibility at home "usually"/ "sometimes"/ "rarely"?

12. Are you aware of any behaviors that might interfere with your child's getting and holding a job?

13. When do you expect your child to be financially independent?

_____

Signature of Parent

Source: Klein ISD

TEACHER INTERVIEW

Name of Student _____ Grade _____ Date _____
Teacher's Name _____ Subject / Course _____

I. JOB SKILLS
   A. Quality
      _____ work has to be done over often
      _____ work occasionally needs repeating
      _____ does a good job most of the time
      Comments:

   B. Quantity
      _____ completes appropriate amount of work within a given time period
      _____ leaves most of work unfinished
      _____ completes task most of time
      Comments:

   C. Supervision
      _____ cannot perform assigned task without supervision and encouragement
      _____ needs periodic prompting to see task through to completion
      _____ initiates appropriate independent action
      Comments:

II. WORK BEHAVIOR
   A. Appearance/Grooming
      _____ acceptable appearance
      _____ unacceptable appearance
      Comments:

   B. Personal habits and manners
      _____ says "thank you" "please", etc. at appropriate times
      _____ does not interrupt others
      _____ often exhibits inappropriate behavior
      Comments:

   C. Effort
      _____ refuses to exert effort
      _____ average in effort
      _____ consistently works to best of ability
      Comments:

Source: Fort Bend ISD

D. Self Criticism

_____ recognizes failures on poor work, attempts to correct
_____ recognizes failures, responds only with frustration
_____ satisfied with poor, inadequate work

Comments:

E. Response to Criticism from Others

_____ belligerent
_____ average accepting of criticism
_____ very accepting of criticism

Comments:

III. TIMING

A. Punctuality

_____ frequently late
_____ occasionally late
_____ rarely late

Comments:

B. Attendance

_____ very frequently absent
_____ occasionally absent
_____ rarely absent

Comments:

IV. INTERPERSONAL SKILLS

A. Social-Personal

_____ tends to withdraw or keep to self
_____ appears ill at ease in the presence of others
_____ pleasant, outgoing

Comments:

B. Peer Relationships

_____ has social problem with most, while not having close relationship with any
_____ mixes well with own select few; has open conflict with some
_____ mixes well with own select few, does not bother other students
_____ mixes well with whole group

Comments:

C. Cooperation/Attitude
_____ refuses to cooperate
_____ performs reluctantly
_____ works eagerly
_____ cooperation varies with nature of the problem or task
Comments:

D. General Activity Level
_____ apathetic, slow, disinterested attitude
_____ constantly moving, agitated, considerable fidgeting
_____ apropriate activity level
Comments:

E Reaction to Change
_____ able to accept change
_____ not able to accept change
Comments:

F. Attention
_____ Attention span so short as to be negligible
_____ will pay attention if importance is stressed
_____ usually pays close attention
_____ good attention span
Comments:

G Comprehension
_____ unable to comprehend oral instruction
_____ unable to comprehend written instruction
_____ able to comprehend both oral and written instruction
Comments:

H. Communication
_____ can communicate adequately with peers and general public
_____ often has difficulty comunicating thoughts and ideas
_____ unable to clearly communicate
Comments:

LEVEL 1 SUMMARY OF INTERVIEWS

Name of Student _____ School _____

PARENT INTERVIEW

EXPECTATIONS:

REGULAR VOC PROG. | SPECIAL VOC. PROG. | JOB ENTRY FOLLOWING HS GRAD. | TECHNICAL SCHOOL | COLLEGE

WORK EXPERIENCE: No Yes _____

BEHAVIOR : Usually exhibits acceptable behavior for situation Yes No

RESPONSIBILITY:

EXHIBITS INDEPENDENCE | NEEDS PERIODIC REMINDERS | NEEDS FREQUENT REMINDERS | DOES NOT SHOW RESPONSIBILITY WITHOUT DIRECT SUPERVISION

SPECIFIC JOB PARENTS FEEL SON/DAUGHTER MOST SUITED:

STUDENT INTERVIEW

EXPECTATIONS:

REGULAR VOC PROG. | SPECIAL VOC. PROG. | JOB ENTRY FOLLOWING HS GRAD. | TECHNICAL SCHOOL | COLLEGE

WORK EXPERIENCE: No Yes _____

INTERESTS: VOC. PROGRAM _____
JOB _____

JOB PREFERENCES: Indoor Outdoor
With others Alone
People Data Things

TEACHER INTERVIEW

BEHAVIOR : Usually exhibits acceptable behavior for situation No Yes

RESPONSIBILITY:

EXHIBITS INDEPENDENCE | NEEDS PERIODIC REMINDERS | NEEDS FREQUENT REMINDERS | DOES NOT SHOW RESPONSIBILITY WITHOUT DIRECT SUPERVISION

RESPONSE TO AUTHORITY: USUALLY POSITIVE YES NO
INTERPERSONAL SKILLS: USUALLY ACCEPTABLE YES NO
FOLLOWS DIRECTIONS: USUALLY SOMETIMES NEVER

Name of Student _____

LEVEL 2 APTITUDE AND INTEREST SUMMARY

APTITUDE

STANDARDIZED TEST: _____

Circle quality of student performance (Above Average, Average, or Below Average). Mark strengths and limitations only in areas measured by specific instrument/s administered.

				STRENGTH	LIMITATION
SPATIAL RELATIONS	ABOVE AVG.	AVG.	BELOW AVG.		
MECHANICAL REASONING	ABOVE AVG.	AVG.	BELOW AVG.		
FINE MOTOR COORDINATION	ABOVE AVG.	AVG.	BELOW AVG.		
GROSS MOTOR COORDINATION	ABOVE AVG.	AVG.	BELOW AVG.		
MANUAL DEXTERITY	ABOVE AVG.	AVG.	BELOW AVG.		
CLERICAL	ABOVE AVG.	AVG.	BELOW AVG.		
FORM PERCEPTION	ABOVE AVG.	AVG.	BELOW AVG.		
BALANCE	ABOVE AVG.	AVG.	BELOW AVG.		
MUSCLE POWER	ABOVE AVG.	AVG.	BELOW AVG.		
EYE-HAND COORDINATION	ABOVE AVG.	AVG.	BELOW AVG.		
MOTOR SPEED	ABOVE AVG.	AVG.	BELOW AVG.		
BILATERAL COORDINATION	ABOVE AVG.	AVG.	BELOW AVG.		

INTEREST

STATED INTEREST _____

STANDARDIZED INVENTORY: _____

HIGH _____

LOW _____

IS CHOICE REALISTIC BASED UPON STRENGTHS AND LIMITATIONS YES NO

IF NOT REALISTIC, WHAT OTHER OCCUPATION IS MORE IN HARMONY WITH STUDENTS STRENGTHS AND LIMITATIONS: _____

_____

_____

Name of Student _____

SUMMARY OF STRENGTHS AND LIMITATIONS

Highlight (circle or check) limitations for which recommendations for remediation and/or accommodations are to be written.

STRENGTHS	LIMITATIONS

IMPLICATIONS FOR PROGRAMMING

LIMITATIONS	STRATEGIES FOR REMEDIATION AND ACCOMMODATION

Based upon strenghts and limitations, placement in the following vocational settings should be considered for this student

_____ REG/NO SUPPORT REG/SUPPORT CVAE VEH VAC

_____ REG/NO SUPPORT REG/SUPPORT CVAE VEH VAC

_____ REG/NO SUPPORT REG/SUPPORT CVAE VEH VAC

APPENDIX E

ESTABLISHING A COUNSELING PROGRAM DESIGNED TO FULFILL CARL D. PERKINS GUIDELINES

The Carl D. Perkins Vocational Education Act, whose two broad themes are improving accessibility to and quality of vocational education programs, outlines specific guidance services which should be made available to students. Title V, Part B, defines career guidance and counseling as those programs which pertain to the body of subject matter and related techniques and methods organized for the development in individuals of: career awareness; career planning; career decision making; and placement skills and the knowledge and understanding of occupational, educational, and labor market needs, trends and opportunities on local, state, and national levels.

Title II, Part A, Section 204(c) of the Perkins legislation specifies services that are to be made available to handicapped and disadvantaged students. These students must receive equal access in recruitment, enrollment, and placement activities for all vocational education programs with least restrictive environment considerations made. Special education and vocational education cooperation must be used in vocational education planning and IEP development. At least one year prior to vocational education program availability, but no later than the beginning of the ninth grade, students and parents must be provided information about opportunities available in vocational education. Each handicapped and disadvantaged student who enrolls in vocational education shall receive:

1. assessment of interests, abilities, and special needs
2. special services, including adaptation of curriculum, instruction, equipment and facilities designed to meet special needs identified through assessment
3. guidance, counseling, and career development activities conducted by professionally trained counselors
4. counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

These guidelines call for the guidance counselor to gather, process and disseminate occupational and career development information to students and their

parents, to the local community, and other educational personnel.

Information gathered in the following categories will form a basis for the establishment of a guidance program for serving the vocational development needs of students who are handicapped or disadvantaged.

FAMILIARIZATION WITH THE TARGET POPULATION

Through seminars, inservice sessions, or other continuing educational opportunities, explore the general characteristics of specific handicapping conditions. Ask questions about the vocational impact of disabilities and about the most effective means for helping persons who are handicapped reach vocational potential. Request that professional organizations planning state and national conferences include sessions centered on work and independent living issues and have panel discussions with handicapped adults. These same issues and learning experiences should be pursued in the area of disadvantaged youth.

A topic in the forefront of educational goals currently is identification, referral, and appropriate techniques for serving "at-risk" youth. A manual addressing educational issues of at-risk youth has been developed at the University of North Texas through a Texas Education Agency grant. This manual entitled Working Together to Support At-Risk Youth is available fo preview at each regional education service center. The teaching and counseling techniques included are useful for many students, but can be of particular help in dealing with special needs students.

VOCATIONAL EDUCATION OPPORTUNITIES

The counselor should be familiar with local district vocational offerings, including details concerning:

- curriculum content
- grade level of written materials used (are modified or taped materials available?)
- physical/motor requirements of the classroom or job activities

- what kinds of equipment accommodations are available in the vocational lab or are existing in business and industry?
- pre-requisite skills needed
- course setting: classroom, lab, or community work/study
- are paraprofessional staff persons or student aides available?

SPECIAL EDUCATION OPPORTUNITIES

The counselor should have some understanding about special education offerings in the local school district. Good communication and the frequent sharing of knowledge between special education and vocational education personnel leads to a more effective delivery of instruction for special needs students. Techniques used in special education are many times helpful for vocational teachers dealing with disadvantaged students. Some points that can serve as initiators for interchange are:

- What types of programming is available to serve the different disability groups represented in this district?
- Ask for a list of the special classrooms and special services available with a brief description of the setting and the curriculum covered in that setting. A special notation should be made about the inclusion of pre-vocational skills taught.

If at all possible, regularly scheduled monthly meetings between the vocational counselor and the campus educational diagnostician will greatly enhance the coordination of vocational special needs plans. Topics such as these can be discussed:

- How are ARD meetings planned and scheduled in the district?
- What kinds of information can be relayed between special education personnel and vocational personnel at a pre-ARD conference?
- What is the best way to develop vocational goals and objectives?

COMMUNITY AWARENESS

Information relating to community awareness should be sought out. A basic inventory including the following kinds of information will be helpful:

- Clubs of civic groups that would like to have speakers from the school district describing the vocational programs or who would be interested in touring school programs.

- Individuals from the business community who would be willing to serve as speakers in classrooms
- What agencies in your community serve special needs and disadvantaged youth and their families? What are the referral requirements? Who is the appropriate contact person?

OCCUPATIONAL INFORMATION

Occupational information will be needed to build a job file for guidance purposes. Some data concerning the following should be investigated: What jobs are available in the local community? Are some fields saturated? What local occupations are cited as growing industries and businesses? State and national labor market information concerning emerging and declining fields should be available for students. Literature about job requirements and duties should be available for individual study and for research assignments. Contact the State Occupational Information Coordinating Committee for materials and information. Once information has been gathered and organized, it is important to establish specific means of disseminating that information so that it will be used to the students' maximum benefit. A career guidance advisory council and career information center are two methods of making this information available.

ESTABLISH A CAREER GUIDANCE ADVISORY COUNCIL

Membership of the council should represent parents, community business representatives, service agencies, special educators, and vocational educators. The council can serve as a means of supplying information to the counselor and as a means of dispersing information to the community. It will be an excellent source for promoting transition from school to work.

DEVELOP A CAREER INFORMATION CENTER

This center should contain occupational literature such as trade magazines, the Dictionary of Occupational Titles, and other books and pamphlets describing specific jobs and occupational groups. Materials relating to labor market projections, for example, the Occupational Outlook Handbook and other publications from governmen-

tal agencies such as Texas Employment Commission and Department of Labor should be included.

Maintain an "early experience" board that posts information on volunteer positions available in the community, part-time jobs, job shadowing experiences available for junior high aged students. At the high school level, these posted notices can include more "wage-earning" jobs.

Audio-visual career-oriented materials, or lists of these materials and how to rent or borrow, should be part of the center.

If possible, computer materials and programs pertaining to jobs, occupational training, or job seeking skills would be an appropriate addition at the center.

Formulate a list of willing speakers from the community for use by all teachers on campus.

Have a list of "guest lecturer" topics available for teachers. These are topics that you as the career counselor are willing to go to any classroom and present.

TRANSITION PLANNING

Transition has become an important concept in instructional planning. While great emphasis has been placed on essential elements and stronger academic curriculum in Texas, parents and other advocates for special needs students are adament that preparation for a successful transition from school to work and community living is essential. Infusion of transitional skills throughout the eduational experience is necessary if adequate time is to be taken in integrating these transitional skills into the content areas.

The emphasis in the Carl Perkins legislation is toward equal access to vocational education and the desire to improve vocational education in order to give the nation's workforce the marketable skills needed to improve productivity and promote economic growth. This philosophy falls within the vein of career education movement during the early 1970's. The folowing is an excerpt from a speech made before the 33rd sesson of the International Conference on Education by U.S. Commissioner of Education, Dr. Sidney P. Marland, Jr.

Career education is designed to give every youngster a genuine choice, as well as the intellectual and occupational skills necessary to back it up. Career education is not merely a substitute for 'vocational education' or 'general education,' or 'college-preparatory education.' Rather it is a blending of all three into an entirely new curriculum. The fundamental concept of career education is that all educational experiences--curriculum, instruction, and counseling--should be geared to preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work.

The Texas Transition Model has been developed through a 1987-88 Texas Education Agency grant. This model can serve as a resource for counselors and teachers in implementing transitional skills instruction. Four stages of transitional "readiness" have been identified in the model: Awareness stage (grades K-6), Exploration stage (grades 7-10), Preparation stage (grades 10-12) and Implementation stage (continuing education/employment). Each of the four stages in the model contain a description of the role of transition instruction at that level, a transition objective, suggested units of instruction, instructional strategies, and community resources. An implementation manual accompanies the model.

The transition grant also included a curriculum component. The accompanying curriculum includes complete instructional units of five topics. Each unit contains lesson plans complete with teacher and student materials. Each lesson is intended to be used in 15-20 minutes in the classroom as a warm-up activity, but is written so that classroom time can be reduced or expanded to fit the teacher's plans and student needs. This model curriculum can be used as an example of the kinds of transition skills students will need for integration into independent living and serve as samples of one method of delivering information. The guidance counselor can make these available in the career center and/or use them as topics in the guest lecture series.

THE COUNSELOR'S IMPACT-

The counselor's role in vocational guidance includes recruitment of special needs students, as well as, serving as a facilitator to help these benefit from vocational education. Encouraging community involvement, serving as a resource for occupational information, and participating in transitional planning for vocational special needs students are integral parts in fulfilling the intent of the Carl Perkins Act.